

**USING THE COOPERATIVE REPORT-OUT METHOD TO IMPROVE  
THE STUDENTS' SPEAKING ABILITY OF GRADE XI AT SMAN 1  
PRINGSURAT TEMANGGUNG IN THE ACADEMIC YEAR OF  
2013/2014**

**A Thesis**

**Presented as a Partial Fulfillment of the Requirement for the Attainment of  
the Degree of *Sarjana Pendidikan* in English Language Education**



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**A THESIS**



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PRINGSURAT TEMANGGUNG IN THE ACADEMIC YEAR OF  
2013/2014**

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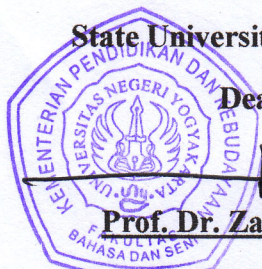
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## MOTTOS

*Peace cannot be kept by force. It can only be achieved  
by understanding.*

*(Albert Einstein)*

*Real success is determined by two factors. First is faith, and  
second is action.*

*(Reza M. Syarif, PSK)*

*The highest result of education is tolerance.*

*(Helen Keller)*

## DEDICATIONS

*This thesis is dedicated to:*

*My amazing mother, Erna Herlina Marga Putri*

*My beloved father, Wismoro Driyo*

*My gorgeous sister and brother, Padma Marga P. and Edo  
Mahardika*

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I hope that this thesis will give some contributions for the improvement of the English teaching and learning process and a benefit reference for the readers. However, I realize that this writing is still far from being perfect. Therefore, any criticism, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, 7 November 2013

Desika Widrilina



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## **ABSTRACT**

### **USING THE COOPERATIVE REPORT-OUT METHOD TO IMPROVE THE STUDENTS' SPEAKING ABILITY OF GRADE XI AT SMAN 1 PRINGSURAT TEMANGGUNG IN THE ACADEMIC YEAR OF 2013/2014**

**By: Desika Widrilina**

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This action research aimed at improving the speaking skills of grade XI students of SMAN 1 Pringsurat Temanggung through *Cooperative Report-Out Method*. It attempted to answer the question of “How can *Cooperative Report-Out Method* improve the learning process of speaking English in class XI at SMAN 1 Pringsurat Temanggung in the academic year of 2013/2014?”

The participants of this study were grade XI IPA students of SMAN 1 Pringsurat in the academic year of 2013/2014. This study, which lasted for 6 meetings, was carried out in two cycles by employing various instruments for gathering data such as questionnaires, field notes, and interviews. In analyzing the data, the following steps were applied systematically: 1) determining the thematic concern-reconnaissance, 2) planning, 3) action and observations, and 4) reflection.

Based on the research findings the use of *Cooperative Report-Out Method* in this study successfully improved the students' speaking skills. The 23 students had learned speaking using *Cooperative Report-Out Method* that was found to improve their speaking skills successfully. *Cooperative Report-Out Method* share activity was also effective in improving the students' motivation, self-confidence, awareness, and involvement. Besides those findings, the researcher found that using classroom English, improving students' self-confidence by preparing the students to speak spontaneously and giving rewards to motivate the students were demanding. To conclude, this study suggested that several stages in using *Cooperative Report-Out Method* share activity should be carried out systematically in order to maximize the learning outputs.

## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and the significance of the study.

#### **A. Background of Study**

. The Senior High School is the second level of education in Indonesia. Based on the standard competence and basic competence, the general purposes of teaching English as a subject at the senior high school level are developing communication competence in oral and written form to achieve informational literacy levels, improve the communicative competence of students and give them the confidence to communicate. At this stage, they would have been introduced to the basic language skills such as listening, speaking, reading and writing. These skills must be improved considerably to give them the confidence as they communicate in the language.

To communicate with people all over the world, students need to master English, especially speaking ability. Unfortunately, there are so many factors about how students can master speaking ability successfully, such as they never practice to speak English with their friends formally or informally, they are



afraid of making mistakes, or afraid to be laughed at by others and do not feel confident, and they do not seem to have ideas in their mind if they are asked to practice their speaking.

Based on the information obtained from the English teacher at SMAN 1 Pringsurat Temanggung, it was found that many students still had difficulties in mastering the four skills, especially in speaking skills. From the observation, the teachers said that some of the students' problem in speaking are never do communicate in English, they are passive and not be able to give answered, etc. They want immediate results and cannot work individually. They feel enjoyed in cooperative learning such as work in pairs or work in group. Therefore, teachers should help them overcome this problem by motivating them to speak. For this reason, the teacher should use effective teaching methods that encourage them to take part actively in the class. The teaching learning process has to involve not only teacher, but also the students.

Based on the observations and interviews of, the students of SMAN 1 Pringsurat had low ability in mastering the four skills especially speaking when they were in junior high school. The researcher was encouraged to find out the causes of the problems undergone by them through interviews. The students' comments were as follows: speaking was still difficult, they felt bored to study speaking, they did not understand what their teacher had taught about speaking

and they did not get enough practice in speaking. And the most significant reason of this was the way how the teacher taught speaking influenced the students' motivation in learning.

From the observation, the researcher found that the English teacher tended to teach speaking deductively. The teacher taught speaking by giving a note on the whiteboard, giving some examples, and then asking the students to take a note. After that they were only given limited time to do some exercises. Here they easily felt bored of the teaching methods since there was no interesting and attractive activity involved in their learning process.

Furthermore, the students also often thought that learning speaking was difficult. This assumption made them afraid and not motivated to study. As a result, most of them were afraid of asking the points that they did not understand to the teacher. They did not have confidence to speak. This situation made them passive in their learning process. Their enthusiasm was much related to the technique used by the teacher in transferring the lesson. They would become not interested in learning if the technique used was monotonous. It made the learning process not effective.

To help the students solve these problems, the teacher should motivate them and create the most effective way to stimulate them, so they will be interested in practicing their speaking. Teaching speaking English can be done

through some ways or some techniques. One of them is by implementing *Cooperative Report-Out Methods* in teaching speaking activities. In this case, students have an opportunity to speak their opinion in discussion activity, which has relationship to the daily life. They can work in-group. They learn to share knowledge and information about targeted content, and willingly do this because it is naturally following part of the class activity.

Based on the above reasons, the researcher feels interested to discuss “Using Cooperative Report-Out Method to Improve Students’ Speaking Ability of Grade XI SMAN 1 Pringsurat Temanggung”. In her opinion, teaching speaking by using *Cooperative Report-Out Method* will help students feel enjoyed to accept subject materials, with the right procedure and the good way of teaching.

This research was set out to show the full scope of teaching speaking skills, which in its entirety means more than just teaching ‘speaking’. The concept of teaching speaking skills is presented with respect to the notion of communicative competence. The main line of argument is consistent with the view that in order to become competent speakers, learners must acquire a good command of all fundamental areas of communicative competence.

## **B. Identification of the Problem**

In identifying the problems, two activities were carried out namely observing the English teaching and learning process in the classroom and interviewing the English teacher and the students. The problems usually come from internal and external problems. The internal problem is the difficulties of speaking. Speaking is difficult because in Indonesia, English is the second language. It is normal to find students who are not so comfortable. They felt not comfortable with contractions, elision, reduced vowels, etc., form problems in teaching spoken English (Brown, 2000). The hearing capacity and so the human being's comprehension varies according to his mother tongue.

The hesitation phenomena are different between native and nonnative speakers. Other reasons of the difficulty speaking English are stress, rhythm, and intonation (Brown, 2000). For words of more than one syllable, some syllables are always accented or stressed more than others. The last common problem with speaking English is the words, idioms, and phrases of colloquial language (Brown, 2000).

The external problems come from the teaching learning aspects such as, the teacher, the students, the technique, the material, the media, the activity of the teaching and learning process. The first problem is related to the teacher. In most of the teaching time, the teacher just focused on delivering the materials and paid



less attention to the students' motivation. The teacher did not present the materials by using interesting activities, many students were noisy and talked with other friends. The teacher did not stop them, so the English teaching and learning process was not effective. It had an impact for them. They had less motivation to learn English. They thought that English was a very difficult subject. They were afraid to speak English. They were less discipline, so they only wanted to learn something they liked. They also had very low motivation because the teacher never gave them interesting activities to learn English.

The second problem in external problem is related to the technique of the teaching and learning process. The technique used in the teaching and learning process was not appropriate to improve the students' speaking skill. The technique that is used in the class was not motivating them to speak English. As for example, they did not have opportunity to speak in English, so they could not improve their speaking skills. The material presented for them mostly based on the course book. That was not appropriate to improve their speaking skills because most of the materials were only in the form of "filling in the blank" and multiple choices. The materials for speaking skills were very specific and the teacher had to make specific materials for improving their speaking skills.

In addition, the media and the activity are not relevant. The media used by the teacher in every meeting were only course book and black board. In that

school, there were a tape recorder, a CD player, and a monitor, but the teacher never used the media for improving the students' speaking skills. The media were very appropriate to drive the students' interest in learning English. There were many activities that could improve their speaking skills, but the teacher did not use the activities in all of the teaching time. The teacher always wrote the materials in the blackboard and asked the students to make a note in their books. After that, the teacher gave the students an assignment taken from the course book. This activity was done in every meeting.

The teacher has responsibility to make the students being interested and motivated in speaking lesson. She has to use the suitable and interesting technique to teach speaking, in order to make the students want to learn, enjoy the speaking learning, understand the materials, and speak English fluently.

Related to the problems above, the researcher then tried to improve the students' speaking teaching-learning process by implementing the *Cooperative Report-Out Method*. *Cooperative Report-Out Method* is one of methods which could arise the students' speaking ability.

In this research, the *Cooperative Report-Out Method* is used to motivate the students to be brave to speak up and not to be afraid of making mistakes because they have time to think and discuss it with their group members, only then share it in a group or whole class. By using the *Cooperative Report-Out*

*Method*, they will have more opportunity to practice English orally. It is also used to make them active during the teaching-learning process. Since all of the students have the same turn to speak, the method and the activity will give them opportunity to do it. It is expected that there will be some positive changes in the speaking teaching-learning process after applying the *Cooperative Report-Out Method*.

### **C. Limitation of the Problem**

Speaking skill is cognitive process that is integrated with other skills: listening, reading, and writing. Standard of Competence and Basic Competency which the research focus on are the Standard of Content in the English subject, particularly the English speaking for the eleventh grade students of the first semester at SMAN 1 Pringsurat Temanggung. It is also limited to the scope of expressing meaning in a short functional text and monologue in the context of daily life.

Based on the background and identification of the problem outlined above, the problems of this research were focuses on the investigation to find out whether *Cooperative Report-Out Method* share teaching could effectively improve the students' speaking ability in class XI at SMAN 1 Pringsurat, Temanggung. This study also investigated the activity of *Cooperative Report-Out Method* which could improve the students' speaking skills in that school.

#### **D. Formulation of the Problem**

Based on the background of the study and identification of the problem, the problem is formulated as follows:

**“How can the Implementation Cooperative Report-Out Method improve the speaking ability in class XI IPA of SMAN 1 Pringsurat Temanggung in the academic year of 2013/2014?”**

#### **E. Objectives of Research**

In relation to the formulation of the problem above, the objective of the research is to implement the *Cooperative Report-Out Method* to improve the speaking ability in class XI IPA of SMAN 1 Pringsurat Temanggung in the academic year of 2013/2014.

#### **F. Significance of the Research**

Theoretically, this research provides beneficial and referential contributions in giving general knowledge of the way to improve the students, speaking ability.

Practically, the result of this research can be beneficial. For the English teacher, the result of this study hopefully is more effective to be used in teaching speaking to improve the speaking ability of the students, particularly the eleventh

grade students of senior high school. For SMAN 1 Pringsurat Temanggung students, the research will make them more interested and motivated to learn and to speak English. For the researcher, the result of the study is expected to give her more knowledge and experience in using the effective teaching technique for the English teaching, especially for the teaching of speaking to improve the students' speaking skill.

## **CHAPTER II**

### **THEORETICAL BACKGROUND**

In the theoretical background, the researcher discusses some theories and research studies which are relevant to the topic.

#### **A. Communicative Language Teaching**

##### **1. The Definition of Communicative Language Teaching**

Communicative language teaching puts emphasis on ‘meaning’ rather than ‘form’ (Celce-Murcia, 2001). “Meaning” is defined as what the speaker wants to say or what message s/he wants to convey. In communicative English, situation is most important. It is important to consider to whom the speaker is talking and what the situation is.

Some researchers claim that CLT highlights both on function and accuracy. One of characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view (Savignon, 2002).

Teachers in communicative classrooms act as guides, rather than as lecturers and create maximum opportunities for students to practice language.

A communicative classroom is always busy with different activities like pair work, group work, role play, presentation, debate, discussion, and dramatization. Communication Language Teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (Richards, 2006).

CLT aims to use the language accurately and communicatively (Savignon, 2002). The main focus is on the learner. The role of the teacher is just a facilitator who helps students become autonomous learners (Brown, 2007). The tasks in a CLT classroom are designed to use the language in purposeful and meaningful ways and thus a communicative syllabus emphasizes the functions of language rather than the rules (Richards and Rodgers, 2001). As CLT is not limited to any one textbook or a set of curricular materials (Savignon, 2002), only using the prescribed texts cannot ensure the attainment of the aims of CLT.

Richards (2006) gives ten core assumption of current communicative language teaching as follows:

1. Learners should be engaged in interaction and meaningful communication.
2. Learners negotiate meaning, notice how language is used, and enter in meaningful interpersonal exchange.

3. Meaningful communication is relevant, purposeful, interesting, and engaging.
4. Use of several language skills or modalities.
5. Inductive learning of underlying rules of language, as well as analysis and reflection.
6. Creative use of language with trial and error with goal to use the new language both accurately and fluently.
7. Learners have different routes to and rates of language learning, and different needs/ motivations.
8. Effective learning and communication strategies.
9. Teacher facilitates learners' use of language.
10. Classroom is a community where learners learn through collaboration.

The assumptions above imply that English teachers should provide classroom activities that give opportunities for students to use the language to interact in meaningful communication. Trial and error are very common in language learning. Thus, it is teacher task to give feedback for every single activity done by students so students, as the end, are able to use the language accurately and fluently. It is also important to the teacher to teach communication strategy so that in learning the language students can develop the strategies in



accordance with their own styles of learning. Furthermore, the teacher as facilitator needs to create comfortable atmosphere with various interesting activities such as pair or group work activities. Therefore, students can practice to use the language for example, by sharing ideas, opinions and other feelings to each other as well as to the teacher.

The goal of CLT is to teach communicative competence that refers to the use of language for meaningful communication (Richards, 2006). Richards (2006) also state that communication competence includes the following aspects of language knowledge as follows: (1) knowing how to use language for a range of different purposes and functions; (2) knowing how to vary our use of language according to the setting and participants; (3) knowing how to produce and understand different types of text; and (4) knowing how to maintain communication despite having limitations in one's language knowledge. It means that to teach communicative competence, students need to know how to use language according to its purposes and function in many different situations. They also need to consider whom they talk to and where the communication happens. It is also important to know how to keep him communication running well.

Harmer (2007) defines communicative competence as the ability to use the linguistic system to accomplish certain function and to carry out this function within the social context.

In conclusion, fluency plays a big role in CLT. In a real language situation (e.g. speaking to visitors in English), students will focus more on what they are saying rather than the grammatical structures of English. CLT tries to bring this idea into the classroom and help students communicate effectively in the world outside the school.

## **2. Principles of Communicative Language Teaching**

Many theories declare about the implementation of Communicative Language Teaching that had developed since 1960s. Harmer (2000) Communicative Language Teaching describes how to improve students' ability in communication. Communicative activities have good aspects such as; desire to communicate, a communicate purpose and more emphasize on content than form (grammatical). It will make students use their mind to think about what their intention is, there is no compulsion on them. While about no teacher intervention and no materials control, sometimes it will make difficult interaction for students and teacher, because:

1. Students will feel difficult if they do not know the word that they intend, moreover if that word cannot be found in dictionary.
2. No material controls; it makes students difficult in doing their final exam, because when they study in the class, they do not have 14 certain material to discuss, so they just discuss about what in their mind, and it will make them less reference to understand about the material in their whole activities using Communicative Language Teaching theory based on Jeremy Harmer in last principle “no materials control”. While about the activities, the real communication is less important than successful achievement of the communicative task they are performing such as role-play.

Finocchiaro and Brumfit (1983) Audi-lingual Method and Communicative Approach have little similarity with the other claimed. The strengths of this theory are:

1. Teachers do everything to help learners in any way and motivate them to work with the language.
2. Language often through trial and error is created by the individual.

While the weakness of this theory, students have to use linguistic variation being central concept in materials and methods, the difficulty will

happened if this method applied on children or the students that do not know English before.

Richard (2006) claims that the principles of communicative language teaching are:

1. Learners use a language through using it to communicate
2. Authentic and meaningful communication should be the goal of class-room activities
3. Fluency and accuracy are both important goals in language learning
4. Communication involves the integration of different language skills
5. Learning is a process of creative construction and involves trial and error

This is a simple good theory that claimed by Richard, he claimed that the important activities are using English. Whatever that skill that will be used by students it does not make problem in Communicative Language Teaching theory, although this theory not as detail as Harmer said but this theory will be easier to do in Indonesia, which is English as Second Language Acquisition (SLA). While the weakness of this theory is third principle “Fluency and accuracy are both important goals in language learning”, it will feel difficult thing to do, moreover in the new material that they have already know.

This theory will be searched by researcher, while the explanation of this theory will be discussed bellow

1. Learners use a language through using it to communicate.

Teacher asks to students to use English when the students learn language as a way of communication to interact with their friends. He/she (teacher) guiding students to be able to communicate using English with their friends, this is expected students using English well. For several students, this may very difficult to do. However, after they can pronounce until understand what they say it will make them easier to speaking using English as their second language learning.

2. Authentic and meaningful communication should be the goal of classroom activities.

Savignon (1972) is concerned mainly with the skills that are needed to get one's meaning across, to do things in the second language, to say what one really wants to say.

3. Fluency and accuracy both important goals in language learning.

Fluency is the features that give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. In second or

foreign language teaching, fluency describes a level of proficiency in communication, which includes:

- a. The ability to produce written and/or spoken language with ease.
- b. The ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar.
- c. The ability to communicate ideas effectively.
- d. The ability to produce continuous speech without causing comprehension.

Difficulties or a breakdown of communication, It is sometimes contrasted with accuracy, which refers to the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently

#### 4. Communication involves the integration of different language skills.

Four language skills are, listening, reading, speaking and writing. In Jack theory just an integration of different language skills, not all of these language skills. For example in role play activity students just integrate between speaking and listening skills, in debate, students integrate three language skills; speaking, listening and reading, in group work activity when teacher asks to discuss about the answer of the question in the book it will integrate four language skills; speaking, listening, writing and reading.

5. Learning is a process of creative construction and involves trial and error.

Communication strategies was defined and related to learning styles learners use obviously use production strategies in order to enhance getting their message across, but at times this techniques can themselves become the source of error.

In conclusion, Communicative English is that English which is used to communicate in real life situations. Communicative competence is not only the ability to apply the grammatical rules of a language in order to form grammatically correct sentences, but also to know when and where to use these sentences appropriately.

### **3. The Purpose of Communicative Language Teaching Process**

Communicative language teaching makes use of real-life situations that necessitates communication (Galloway, 1993). And a normal communication event generally requires the use of many linguistic skills not only one skill at a time, like what is usually assessed in the grammar-based curriculum. For instance, when we are engaged in conversational exchanges, both listening and speaking are called into use; in some context it can happen that a communicative event requires us to use all the four macro linguistic skills in a single event (e.g. formal debates or lectures). Given the nature of communicative acts, the

assessment should cover more than one skill at the same time and, better still, it should be embedded in real-life communicative activities.

One very important purpose of communicative language teaching is to enable learners to use the language for real-life communicative purposes. As part of being a member of literate culture, our students are expected to read on their own for the purposes they set for themselves. For example, they might want to read comics, short stories or novels to entertain themselves. They might want to update their knowledge about things they consider important.

## **B. Teaching Speaking in Senior High School**

### **1. Speaking**

There are many definitions of speaking that have been proposed by some experts in language learning.

Brown (2001) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Richards and Renandya (2002) state that effective oral communication requires the ability to use the language appropriately in social interactions that



involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown (2007) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

Moreover, he states that the teacher can apply the bottom-up-top-down approach to speaking. The bottom-up approach to speaking means that the learners begin with the smallest units of language, i.e. individual sounds, and move through the mastery of words and sentences to discourse. The top-down view, on the other hand, proposes that the learners start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly.

Brown (2001) adds in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that the pieces of language should be given attention for more that make up to the whole.

From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to

use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

## **2. Types of Speaking Performances**

Brown (2004) describes six categories of speaking skill area. Those six categories are as follows:

### **a. Imitative**

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

### **b. Intensive**

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

### c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

### d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

## **3. The Nature of Teaching Speaking**

Since English is included as a compulsory subject in senior high schools in Indonesia, the learners have the same need. The need is passing the examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations.

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown (2001) states that there are seven principles for designing speaking techniques.

- a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.
- b. Provide intrinsically motivating techniques.
- c. Encourage the use of authentic language in meaningful contexts.
- d. Provide appropriate feedback and correction.
- e. Capitalize on the natural link between speaking and listening.
- f. Give students opportunities to initiate oral communication.
- g. Encourage the development of speaking strategies.

Speaking is the active use of language to express meanings, so that other people can make sense of them. The ability to speak language is synonymously with knowing the language since speech is the most basic means of human communication. Another definition of speaking comes from Chaney in Kayi (2006) in which it is stated that speaking is the process of building and sharing meanings through the use of verbal and no verbal symbols in variety of context.

Linse and Nunan (2005) state that speaking is equally important in young learners overall language development.

Meanwhile, Sparrt (2006) points out that using speech to convey meaning to others is involved in speaking. Unlike writing or reading, speaking also involves interactions which carry out a two-way communication using language and

nonverbal codes to keep the listener pays attention to what the speaker is saying and to check that the listener understand the speaker's meanings.

In relation with spoken production, Harmer (2007) mentions four language features related to speaking ability. They are connected speech expensive devices, lexis and grammar, and negotiation language. First, speaker should be able to produce both the individual phonemes of English (e.g. I would have gone to picnic) and the connected speech contains assimilation or sound modification, elision or omitted sounds, contractions and stress patterning. Second, expressive devices deals with the stress and pitch changes of particular parts of utterances, variety of volume and speed, and the use of non-verbal codes and face-to-face interactions to show people's feeling. The use of these devices increases the ability to convey intentions. Third, the use of a number of common lexical phrases marks the spontaneous speech, especially in the performance of certain language function. Therefore, a variety of phrases and grammar for different function such as apologizing, asking for permission, expressing sympathy, etc. should be provided by the teachers. Moreover, negotiation language used structure of what people are saying can be very advantageous to maintain effective speaking that requires the ability to use the language appropriately in social contact.

Moreover, Kayi (2006) presents some basic of teaching speaking in EFC setting. In the teaching and learning process of speaking, the learners should be able to use words and sentence stress, intonation patterns and the rhythm of the target language, select appropriate words and sentences based on particular setting, audience and situation, organize their taught in meaningful and logical sequence, and use the language quickly, confidently and fluently to express their ideas.

To achieve these goals, English teachers should create real-life context and provide appropriate materials or models when students learn how to speak English in the classroom.

The researcher concludes that there are some important points that should be considered in teaching speaking to young learners. The first thing to be considered is who the learner is and why they are. The clear objective is the next. In the end of the lesson, students at least are able to do something using oral English. The third is since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in the daily life. Teacher's role in the speaking learning is creating activities in which the students can practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

#### **4. Teaching Speaking to Senior High School**

The subject of this research is the tenth grade students at SMA N 1 Pringsurat Temanggung. Knowing the students' characteristics is the first step that will help the teachers to help them. It will also help the teachers to prepare the students to help themselves. Students should learn the best strategies to improve their own learning. Spratt (2005) states the characteristics of senior high school students: able to keep still for longer periods, able concentrate for longer periods, learn in more abstract ways, usually able to control and plan their own behavior, not so willing to make mistakes or take risks, aware of themselves and/or their actions, paying attention to form and meaning in language, and have experience of life.

Meanwhile, Harmer (2001) states that adult learners are notable for a number of special characteristics:

- a. They can engage with abstract thought.
- b. They have a whole range of life experiences to draw on.
- c. They have expectations about the learning process and may already have their own set patterns of learning.
- d. Adults tend to be more discipline than some teenagers and crucially, they are often prepared to struggle on despite boredom.

- e. They come into classroom with a rich range of experiences which allow teachers to use a wide range of activities with them.
- f. Unlike young children and teenagers, they often have a clear understanding of why they want to get out of it.

Harmer (2007) suggests that there are six effective speaking activities students can do to improve their speaking skills. Those speaking activities are as follows:

1. Acting from a script
2. Communication games
3. Discussion
4. Prepared talks
5. Questionnaires
6. Simulation and role-play

Moreover, Kayi (2006) proposes other activities to promote speaking so that students can practice and produce oral language well.

1. Information gap activity
2. Brain storming
3. Interviews
4. Story telling



5. Reporting

6. Picture describing

The important thing is teachers have to involve the students in more indirect learning through communicative speaking activities. They also allow them to use their intellects to learn consciously where this is appropriate. They encourage their students to use their own life experience in the learning process too.

Standard of Competence and Basic Competency which the research focus on are the Standard of Content in the English subject, particularly the English speaking lesson to the tenth grade students of the second semester at SMA N 1 Pringsurat. It is also limited to the scope of expressing meanings in a transactional and interpersonal dialogue in the context of daily life.

As a conclusion, the purpose of the English subject in senior high schools is to develop communicative competence in spoken and written English through the development of related skills. That is why the school graduates are expected to reach the informational level. The learners will be able to support their next study level through the ability of the English communicative competence.

## **C. Cooperative Learning**

### **1. Definition of Cooperative Learning Method**

Cooperative learning is method which involves pairs and small group learners in the classroom. This approach gathers to learn and solve problems in groups or pairs.

Olsen and Kagan defined cooperative learning as quoted by Richard and Rodgers (2001):

Cooperative learning is group learning organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning is motivated to increase the learning of other.

From this statement we can conclude that cooperative learning is students learning in group, where the learning process is based on the members of the group. They can activate the group learning by sharing information of each member. So it can motivate learning process and decrease students' anxiety.

Definition of cooperative learning particularly in language learning context offered by Kessler (1992):

Cooperative learning is a within-class grouping of students usually of differing levels of second language proficiency, who learn to work together on specific tasks or projects in such a way that all students in the group benefit from the interactive experience.

From this statement, the researcher can conclude that in second language learning usually students have different level of language, but by working in group they can stay together to learn the material and have interactive communication. So they got much benefits of this process.

In cooperative learning method, students work together in four or five members' team to master the material that has been presented by teacher (Slavin, 1995). So, the teacher just presents the material to the whole class. Then the students learn more to master the material in group with their friends.

Johnson and Johnson (1988) also said that students are the center of learning. They learn actively and independently in group. It's more effective than learning teacher centered. In cooperative learning, teacher functions as facilitator rather than instructor. Through cooperative learning, students share their idea and solve the problem together to reach the goal of the group. So, indirectly it can increase students' personal and social development.

From the perspective of second language teaching, McGroarty offers six learning advantages for ESL students in cooperative learning classrooms (Richard, 2006). They are increasing frequency and variety of second language practice through different types of interaction, supporting cognitive development, increasing language skills, integrating language with context instruction based, giving opportunities including variety materials to stimulate language as well as

learning concept, helping new teacher who has limited skills in learning, and giving opportunities for students to act as resources for each other. Thus, it helps them to increase their motivation in learning.

In conclusion, cooperative learning is defined as a system of concrete teaching and learning techniques, rather than an approach, in which students are active agents in the process of learning through small group structures so that students work together to maximize their own and each other's learning.

## **2. Characteristics of Cooperative Learning**

Cooperative learning method differs in many ways but they can be categorized according to some characteristics. There are some theories about the characteristics and typologies of cooperative learning offer by some linguists.

Johnson and Smith (1991) have characterized cooperative learning into five basic elements. They are positive independence, individual accountability, face to face promotive interaction, appropriate collaborative skills, and group processing.

Positive independence means that the achievement of group's goal depends on all members of the group. The members have to collaborate and support each other. It's a good strategy to solve the problem and achieve the goal of the group.

All members have individual accountability when they work in group. In cooperative learning, each member has unique information needed to achieve the goal. So, it doesn't depend on some members, but all members have to participate.

In face to face promote interaction, students are shown how to help each other to overcome problems and complete whatever task has been assigned. This may involve peer tutoring, temporary assistance, exchanging of information and material, challenging of each other's reasoning, feedback, and encouragement to keep one another highly motivated.

When students work in group, there are some students with different characteristic and mind set. They sit together to achieve the goal's group. Some differences will appear, such as different opinion, individual conflict etc. Cooperative learning offers appropriate collaborative skills that allow students learn to face those problems. So, indirectly they learn some social skills, such as human organizing, leadership, decision making, trust building, and management conflict.

Teacher has to pay attentions to group processing. The goals of the group are based on the group members. That's why, not only group members' arrangement that should be considered, but also the effectiveness of the group.

So, it's possible to rearrange the group members to get more effective group working.

Slavin (2005) in his book has characterized cooperative learning in six principles characterized. They are group goals, individual accountability, equal opportunity for success, task specialization, team competition and adaptation to individual needs.

Most of cooperative learning methods use some forms of group goals. In the students' team learning method, these may be certificates or other recognition given to teams, which meet a preset criterion.

Individual accountability is achieved in two ways. First is to have group scores. The group score is taken from the sum or average of individual quiz score or other assessments. Second is given each student a unique responsibility for part of group task, so they have to join in group work to finish the task.

A unique characteristic of the cooperative learning method is the use of scoring methods that ensure all students to have an equal opportunity to contribute to their teams. So the students have equal opportunity of the group success

A key element of jigsaw, group investigation, and other task specialization methods is the assignment of a unique subtask to each group

member. Each member of the group has different subtask that has to learn and share. So they have to do it by their self, they can't depend on other members.

Team competition also needs in cooperative learning activity to make the activity alive. The last is adaptation to individual needs.

Slavin (2005) gives note that not all these characteristics must be included on all cooperative learning strategies.

The researcher concludes that the characteristics of cooperative learning developed by the Johnsons are similar to those developed by Slavin, but with two exceptions: these methods place a greater emphasis on teaching students how to productively work together and they recommend using team grades, rather than certificates or other forms of recognition, as positive reinforce

#### **D. Cooperative Report-Out Method**

*Cooperative Report-Out Method* is an activity that can come at the end of a short activity or it can come at the end of a major section or unit as a way to report on the unit activity. A co-operative is a group of people acting together to meet the common needs and aspirations of its members, sharing ownership and making decisions democratically.

*Cooperative Report-Out Method* is a cooperative learning discussion technique introduced first by Barbara J. Millis (2005) from University of Texas

and his team of educators in America. It is a learning strategy developed to encourage students' classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one students offer a response. *Cooperative Report-Out Method* encourages a high degree of students' response and can help keep students on task. *Cooperative Report-Out Method* is most useful and beneficial for students because it organizes and structures their discussion. It minimizes off task behavior and has accountability built in because students must report to each other, and then out to the class.

*Cooperative Report-Out Method* strategy is design to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with partners. This learning strategy promote classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one students offers a response.

#### **E. Types of Cooperative Report-Out Method Performances**

According to Barbara J. Millis (2005), the *Cooperative Report-Out Method* that follow offer rapid alternatives to the traditional whole-class report approach where a spokesperson from each group summarizes their work. Such traditional reports are always time-consuming and are often duplicates of each other. These work just as well and are much quicker to implement.



a. Stand Up and Share

This report-out method should be rapid and energetic. It works best when students have completed an activity, such as Roundtable, that lends itself to single statement summaries. It relies on students having an easily designated identity within each team so that you can call on the Number Twos or the Hearts to serve as spokespersons. These designated students then rise, prepared to respond on behalf of the group. Each team responds in turn, giving only one response, in rapid round robin fashion. Depending on the number of answers and the number of teams involved, you may want to go through another rotation, calling on another group member to share one group idea (the Number Fours or the Clubs this time). All students must attend to the sharing because they may serve as the next spokesperson. No ideas should be repeated. If student spokespersons find that all the topics on the team's list have been covered, they merely sit down and the rotation continues.

b. Three-Stay One-Stray

Like Stand Up and Share, this structure requires the easy identification of a team member who will become the group's spokesperson. It too builds on some other structure, but in this case, the topics can be far more complex. After the problem solving discussions are

complete and all team members indicate that they can give the team's report, you designate the student from each team who will "stray." That is, one student from each group (such as the Number One or the Diamond) leaves it and rotates to an adjoining team to give the report. In large classes it is essential that the order of rotation is clear. Playing cards work particularly well because the Aces know to rotate to the Twos, the Jacks to the Queens, and so forth. The designated student, who is welcomed as a visitor, shares with this new team the results of his original group's discussion, giving proposed solutions to problems or summarizing discussions. A second rotation may be desirable if the topic prompted divergent thinking and solutions. Three-Stay One-Stray offers a low-threat forum where students can exchange ideas and build social skills such as asking probing questions. It also offers students the opportunity to learn by teaching. Placing the report-out responsibility on the students reinforces the valuable conception that knowledge resides within the learning community, not just with the authority-figure instructor. Perhaps its greatest value lies in its efficiency. Instead of, for example, ten sequenced five-minute reports to the entire class (fifty minutes, plus transition time); individual students are simultaneously giving five-minute reports throughout the room.

### c. Gallery Walk

The Gallery Walk is one of our favorites. It requires a report-out that can be visually depicted, preferably on butcher paper. It can be an outline, a concept or mind map, or any other written or drawn product. In this technique a student stays next to the butcher paper taped to the wall and serves as the group spokesperson. The other students rotate around the room examining the products of other teams' thinking, asking questions of the designated spokesperson. This technique works best if the spokesperson role is rotated so that everyone knows that each person is responsible for the final product. This structure is also efficient and engenders a sense of team cohesion as each group displays the product of their "group think."

### d. Variation of Gallery Walk

Use this technique when you have individual or team long-term products. Rather than having time-consuming oral reports, each product, such as a term paper or student portfolio, is assigned to specific work area, as on tables or displayed on a wall. Then a class period can be spent with students walking around, examining one another's work. To provide an opportunity for feedback, each student leaves a short comment sheet next to the product.

e. End of Meeting Evaluation

Give each student a 3x5 card. Ask each student to write his/her name on one side. Students place the note cards from their team in a stack with the names down. Shuffle the cards and each student draws one and writes honest and constructive feedback for the person whose card appears on the card. Team members then return cards and engage in a discussion about the successes and needs for improvement for the group.

*Cooperative Report-Out Method* is a method for having groups report out results of their discussion when there is no time to hear from each group. Groups are given a problem to solve and are told to make sure that everyone in the group understands the solution that the group has come up with

*Cooperative Report-Out Method* offers a low-threat forum where students can exchange ideas and build social skills such as asking probing questions. It also offers students the opportunity to learn by teaching. Placing the report-out responsibility on the students reinforces the valuable conception that knowledge resides within the learning community, not just with the “authority-figure” instructor. Perhaps its greatest value lies in its efficiency. Instead of, for example, ten sequenced five-minute reports to the entire class (fifty minutes, plus transition time), individual students are simultaneously giving five-minute reports throughout the room.

According to Ibrahim, et al. (2005) structural approach to cooperative learning *Cooperative Report-Out Method* is designed to influence student interaction patterns that involve students in reviewing the material and test your understanding of the lesson content.

Millis (2005) outlines five characteristics typical of *Cooperative Report-Out method*:

1. Students work together in small groups containing two to five members;
2. Students work together on common tasks or learning activities that are best handled through group work;
3. Students use cooperative, pro-social behavior to accomplish their common tasks or learning activities;
4. Students are positively interdependent and activities are structured so that students need each other to accomplish their common tasks or learning activities; and
5. Students are individually accountable or responsible for their work or learning.

According to Kagan (2005), how the implementation of the learning model as follows :

1. Students work in groups of four.
2. One person from each group (students who leave are determined by the teacher) will leave the group and go another group unit with the specified time to see and compare the results of group work with other groups that visit.
3. Once completed, they come back the home group (students who leave).
4. The home group match to discuss the results obtained from the work of other groups.

According to Hock (2006), measures *Cooperative Report-Out Method* learning model as follows:

1. All members of the group made the task together.
2. The other groups to review what has been done by other groups.
3. The home group match with the results of other groups and
4. Discuss the results of groups.

The end of any *Cooperative Report-Out Method* exercise provides an opportunity to share with the larger group. The method by which this reporting out is done varies by objectives, time constraints, and number of groups.

## **F. The Purposes of Cooperative Report-Out Method**

*Cooperative Report-Out Method* has some purposes, they are:

- a. Providing “think time” increases a quality of students’ responses.
- b. Students become actively involved in thinking about the concepts presented in the lesson.
- c. Research tells us that we need time to mentally “chew over” new ideas in order to store them in memory. When teachers present too much information all at once, much of that information is lost. If we give students time to think throughout the lesson, more of the critical information is retained.
- d. When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstanding about the topic are often revealed (and resolved) during this discussion stage.
- e. Students are more willing to participate since they don’t feel the peer pressure involved in responding in front of the whole class.
- f. *Cooperative Report-Out Method* is easy to use on the spur of the moment.
- g. Easy to use in large classes.

## **G. The Teacher Roles in Cooperative Report-Out Method**

The role of teachers in *Cooperative Report-Out Method* is very important because the success of this activity depend on the role of the teacher. There are five roles in the *Cooperative report-Out Merhod*, first is the teacher as inquirer, second is the teacher as creator, third is the teacher as observer, the fourth is the teacher as facilitator and the teacher as change agent.

### a. The teacher as inquirer

*Cooperative Report-Out Method* teachers are continually examining and questioning their belief, values, and assumption.

### b. The teacher as creator

According to Johnson “The teacher’s role are a creator are creating the social climate, settings goals, planning and structuring the task, establishing the physical arrangements of the classroom, assigning materials and time” (Kessler, 1992).

### c. The teacher as observer

The teacher of cooperative classroom must constantly observe how group work. Observation replaces the traditional role of presenting information. Observation will indicate to the teacher when group’s activities are more less educative, when group are learning or have become bogged down in unproductive labor.



d. The teacher as facilitator

The role facilitator means that the teacher is prepared to step aside to give the learner a more meaningful role.

e. The teacher as change agent

The degree of change at the teacher level is strongly related to the extent teachers interact with one other.

## **H. The advantages of Using Cooperative Report-Out Method**

There are some advantages of using *Cooperative Report-Out Method*. The benefits may affect both students and teachers.

a. Student Benefits

With *Cooperative Report-Out Method*, students are given time to think through their own answer to the question(s) before the question are answered by others peers and the discussion moves on. Students also have the opportunity to think aloud with another student about their responses before being asked to share their ideas publicly. This strategy provides an opportunity for all students to share their thinking with at least one other students; this, in turn, increase their sense of involvement in classroom learning.

As a cooperative learning strategy, *Cooperative Report-Out Method* also benefits student in the areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in other students and school.

#### b. Teacher Benefits

Students spend more time on task and listen to each other more when engaged *Cooperative Report-Out Method*. More students are willing to respond in large groups after they have been able to share their responses in pairs. The quality of students' responses also improves.

### **I. Relevant Studies**

This research provides the relevant studies to support the process of research. This research was conducted first by team of educators Central Queensland University in Mount Lawley senior high school of Western Australia in 1991, *Cooperative Report-Out Method* has been implemented and to be a successful teaching method at all levels. The developmental characteristics of middle school students make *Cooperative Report-Out Method* a good fit of teaching method for the needs of the students. Young adolescents need to socialize to be a part of a group, share feelings, receive emotional support, and learn to see things from other perspectives. *Cooperative Report-Out Method* does not separate students on the basis of class, race, or gender and the goals of middle

schools are consistent with the goals of *Cooperative Report-Out Method* theories. It is a peer-centered pedagogy that promotes academic achievement and builds positive social relationship.

The amount of research suggests that many have studied the effects of *Cooperative Report-Out Method* and found positive results. One study about “The Effectiveness of Teaching Speaking using *Cooperative-Report Out Method* on Social Studies of Mount Lawley Senior High School“ (University of Queensland, 1991) compared the effects of *Cooperative Report-Out Method* to a whole-group questioning strategy on social studies tests scores with third graders. Students always performed better when *Cooperative Report-Out Method* was used and on-task rates were approximately twice as high using this structure. The purpose of this study is to investigate the effects of Millis’s *Cooperative Report-Out Method* as a teaching method to increase student achievement in social studies classes with sixth graders.

## **J. Conceptual Framework**

English, as the foreign language, becomes one of compulsory subjects in senior high school in Indonesia. One of the language skills that must be mastered by foreign language learners is speaking or communicating using the target language. However, the fact has shown that it is quite difficult for Indonesian learners to improve their speaking ability because they usually use their native

languages in their daily life then using English. It can be seen that during the lesson they tend to use Bahasa Indonesia than English. Meanwhile, when they speak English, their English are strongly influenced by the rules of Bahasa Indonesia, so that they cannot speak fluently and accurately. Moreover, based on the observation that the researcher had done in SMAN 1 Pringsurat, most of the students were reluctant and shy when they were asked to speak English or perform a conversation.

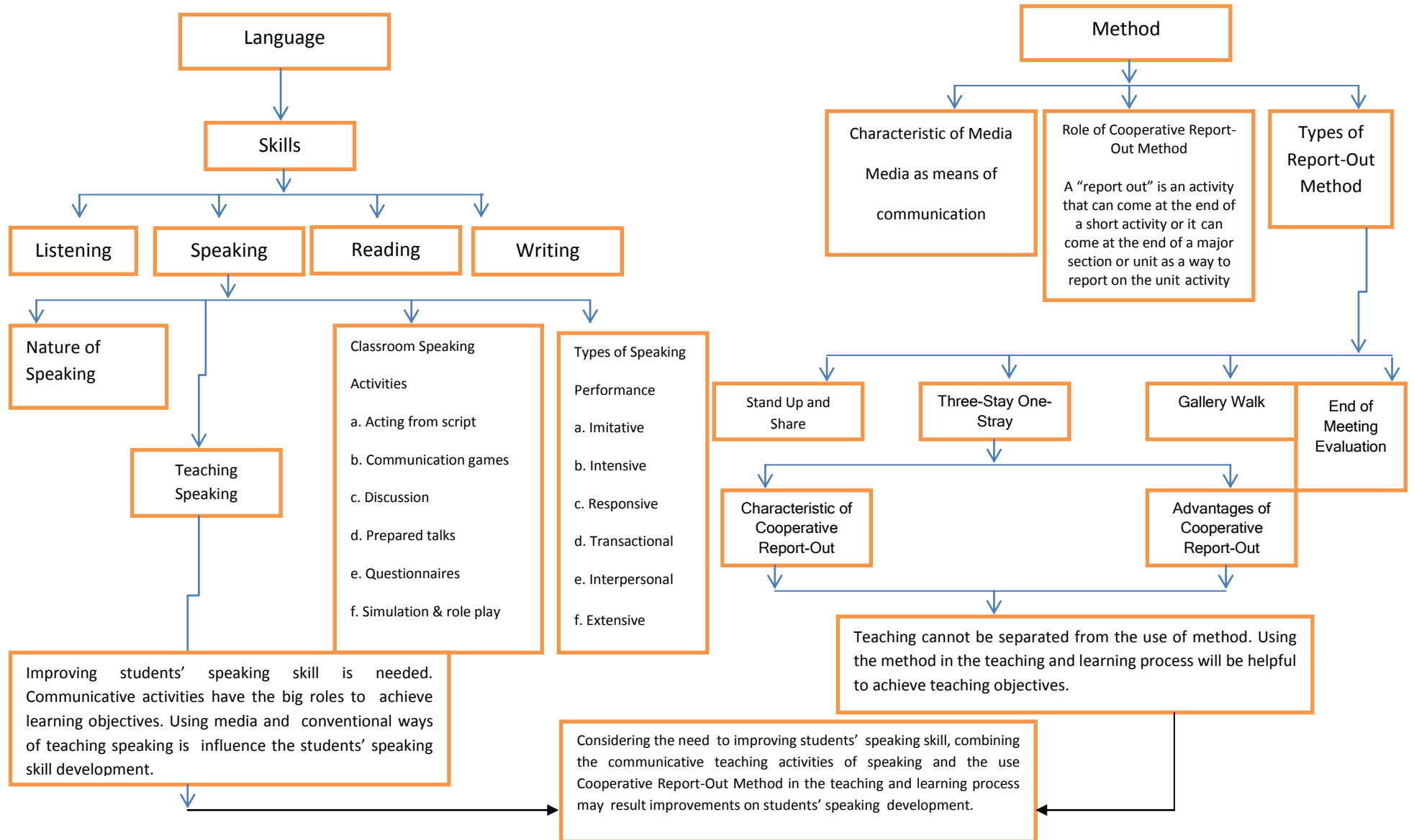
Related to the statement above, the researcher then tried to improve the method of teaching speaking by using an effective technique. Techniques are tools that facilitate the language learning. One of the technique that can be used in the teaching-learning process is *Cooperative Report-Out Method*.

The method should be presented in communicative ways that acquire students to communicate using the target language with other students during the speaking and learning process. The teacher can present the communicative method through some tasks.

Considering the need of improving the students' speaking skill, the researcher found out that the use this method in the teaching-learning process can produce any improvement both on the quality and ability of the students speaking skills as shown in the conceptual framework diagram. Therefore, the researcher intends to conduct action research in SMAN 1 Pringsurat, Temanggung. The

researcher worked collaboratively with the English teacher and the eleventh grade students of SMAN 1 Pringsurat. The collaborative work aimed of improving the speaking skill of the eleventh grade students at SMAN 1 Pringsurat Temanggung.

## Conceptual Framework Diagram



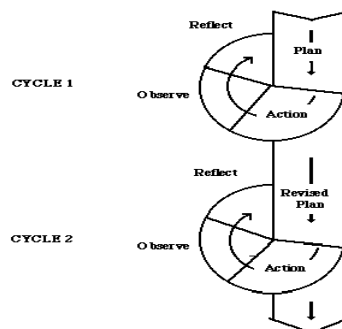
Picture 1. The schema of the conceptual framework of the research

## CHAPTER III

### THE RESEARCH METHOD

#### A. Research Design

The research study on using the *Cooperative Report-Out Method* to improve the speaking skill of grade XI students of SMAN 1 Pringsurat Temanggung was action research which focused on the efforts to improve the real condition of the English teaching and learning process. This research study was implemented in the form of collaborative action research. The research conducted collaboratively with the headmaster, the English teacher, and the students of grade XI of SMAN 1 Pringsurat Temanggung. The team worked together in planning, implementing and reflecting the action. According to Kemmis and Mc Taggart (1988), the action research was conducted through the process below



Picture 2. The Action-Research Cycle

In this scheme, the researcher and collaborators identified a problem, formulated a possible solution, implemented the action, and reflected on the outcome of the action. These steps were done in two cycles in order to find the convincing result.

### **B. Research Setting**

The setting of the research was at SMAN 1 Pringsurat Temanggung. It is located on Jl. Pringsurat-Temanggung km 5 Temanggung. Related to English learning and Teaching activities, SMAN 1 Pringsurat has 3 English teachers. The English subject is taught 2 times a week for 90 minutes for each meeting. The school has 15 classes. There were 5 classes of X grade, 5 classes of XI grade and 5 classes of XII grade. The available rooms in this school are the principle room, teacher's room, a room for guidance counseling, an administration room, a school health unit, a kitchen, a mosque, two teacher's toilets, and six students' toilets.

### **C. Participants of the Research**

The participants of the research were students at SMAN 1 Pringsurat grade XI in the academic year 2013/2014. The researcher chose XI IPA class as the participant of the research randomly because from the information given by the English teacher that this class consists of more cooperative students and they tend to have higher achievement in speaking learning process. The teacher gave



suggestion to choose the group members randomly. This class consists of 23 students 7 male and 16 female students.

The research was conducted in the first semester of the academic year 2012/2013. The observation was done on July 30<sup>th</sup> and August 6<sup>th</sup> 2013.

#### **D. Data Collection Techniques**

The data of the research were collected in every step. They were obtained by observing the English teaching learning process in the classroom and interviewing the English Teacher and the students. The researcher observed the process and the problems related to the teaching and learning process in speaking and wrote them down in field notes. In addition, the interview was conducted to obtain the data about the problems related to the English teaching and learning process in the class and the quality of students' speaking ability. The data gathered from the interview were written in the form of interview transcripts.

The quantitative data were obtained through the questionnaire and speaking performance score. The questionnaire was given to collect the data about the student's response after the teaching-learning process. The students' speaking performance scores were used to measure their speaking improvement. Here, the researcher worked collaboratively with the English teacher to assess the

student's speaking ability. There was the same data in the student's speaking score.

#### **E. Instrument of Research**

The research instruments for collecting the data were observation guide, questionnaire and interview guide. The researcher conducted classroom observation and gave questionnaire to the students to identify the existing problems. The notes were the data taken from the interviews that was done by the researcher with the other research team members and the tenth grade students.

The other instruments were rubric of the students' speaking performance, observation guide, in-depth interview guide, a camera, cellular phone and the rubric of the students' speaking ability. It used in two times, in pre-test and post-test. In those tests, the rubric focused on aspects that were fluency, pronunciation, accuracy and vocabulary. Each aspect was scored 1 to 10 in which every score has a different indicator. If the score is getting higher, the indicator will be more complicated and vice versa.

In depth interview guide was used in the reconnaissance and reflection steps. In the reconnaissance step, the in-depth interview guide was used to find the existing problems in the field. While in the reflection step, it was used to see the students' and collaborator responses to the implementation of the action.

There were two kinds of interview guide, one for interviewing the English teacher and the one for interviewing the students. The interview guide for the teacher, the focuses of the points were the teacher's perception of the students' English competence, the students' involvement during the lesson, the technique that was used by the teacher, the activities, the materials, also the facilities and media in the English teaching-learning process. For interviewing the students, the interview guide focused on the student's perception of the English lesson, the difficulties and technique used by the teacher during the English lesson.

There were two kinds of in-depth interview guide in the reflection steps which were for the students as the subjects of the research and the collaborator. For interviewing the students, the guidelines focused on the students' opinion about the action, the improvement of their speaking ability and their difficulties during the activities of the actions. For collaborator, the points of the interview guide are the collaborator's opinion about the action, the condition of the class, the improvement of speaking learning process and the students' involvement during the teaching and learning process.

#### **F. Data validity and Reliability**

To get the validity of the data, Anderson et al. (1994) in Burns (1995) state that there five criteria of validity: democratic validity, result (outcome)

validity, process validity, catalytic validity, dialogic validity,. The researcher used all the criteria of validity.

1. Democratic Validity

It is concerned to the extend in which the research is truly collaborative. The researcher fulfilled the democratic validity by asking the tenth-grade English teacher, the principal and the class XI IPA students to work collaboratively to improve the speaking ability of the students in the teaching learning process.

2. Outcome Validity

It is related to the outcome achieved by the researcher. The achievement of the outcome involves not only problem solving but also appearing new questions in the related research. To get the outcome validity, the researcher put back the problems at the first grade students of SMAN 1 Pringsurat Temanggung in a scheme in order to make new questions.

3. Process Validity

Process validity means the actions that are done in the research are believable. To get the process validity, the researcher collected the data by doing classroom observations and took some notes during the research. The research noted/recorded anything which happened in the teaching

learning process of the tenth grade students at SMAN 1 Pringsurat Temanggung.

#### 4. Dialogic Validity

Dialogic validity means that the researcher always having dialogues with the collaborator and the teacher in reviewing what had done in the classroom. In this research the researcher had dialogues with the collaborator to review the actions so that she could plan better lesson for the next meetings. She also had a dialogue after findings were formulated to validate her findings and to evaluate what had she done.

#### 5. Catalytic Validity

The catalytic validity means the changes of the researcher, the teacher and the students after implementing the actions. The researcher fulfilled the catalytic validity by interviewing the teacher and the students and asking the students to give their feedback.

Meanwhile, to enhance the trust worthiness of the data and to reduce subjectivity in analyzing the data, the researcher used triangulation. Burns (1999). State that triangulation is a way of arguing that if different methods of investigation produce, the same result, then the data is likely to be valid. Furthermore, Burns (1999) proposes four forms of triangulation. They are time, space, investigator and theoretical triangulation. This research has time triangulation because the data of the

research were collected over a period of time in order to identify the factors that were involved in the change of process. Then, to get the investigator triangulation, the researcher asked another researcher team member to help the researcher in the reflection steps so that it could avoid the biased interpretation.

Furthermore, in order to ensure the reliability, the researcher used the scores of students' performance tests, interview transcripts and field notes to get the same results. To obtain the data about teaching and learning processes and interviewed the students who have just followed the lesson. Moreover, the reliability of the data was gained by giving the genuine data, such as the students' performance score, field notes and interview transcripts.

## **G. Data Analysis Technique**

The data are analyzed from the field notes, questionnaires and the interview transcripts collected during the research. The data are analyzed based on the following steps of the research.

### **1. Determining the Thematic Concern-Reconnaissance**

To explain and find out information about the real situation of the teaching and learning process, the researcher does the reconnaissance step

on August 2013. In the reconnaissance step, some activities were conducted. They were observing the teaching and learning process, interviewing some students of grade XI and the English teacher as the collaborator.

Based on the observations, the interview and the discussions, the existing problems were classified. The problem in the research is the low speaking skill affected by the lack of opportunity to practice speaking in English during the teaching and learning process.

## 2. Planning

Together with the English teacher, the researcher designed some plans to be implemented in the action research. In this step, some techniques that are considered suitable to be implemented in improving students' speaking skill were selected. The actions planned to be carried out are as follows:

- a. Implementing the Cooperative Report-Out Method in every meeting.
- b. Using classroom English effectively.
- c. Giving rewards to the active students.

## 3. Action and Observation

The action plans agreed by the involved members of the research are implemented. They were implemented in two cycles. Before the cycles were conducted, the researcher gave a pre-test to the students to understand the students speaking ability. After the cycles were conducted, the researcher give a post-test to the students understand the enhancement of students' speaking ability. The topics used in the English teaching and learning process are report text and narrative text. Together with the English teacher as the collaborator, the researcher observed the students' reactions during the activities and did the interview with some students of grade XI after the English lesson. Based on the observation, field notes and interview, the involved members discussed the implemented and analyzed the result.

#### 4. Reflection

The reflection was done every time after the implementation of the actions. All involved members in the research made reflection. Each member contributed to the reflection on the actions taken. The successful actions were continued in the next teaching and meeting process, but the unsuccessful actions were modified into the ones that are more suitable.



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents matters concerning research findings and discussion. These are presented in the three headings: research procedure and findings, the implementation of the action and discussion, and result of pre-test and post-test on the students' speaking skill.

#### **A. The Sharpening of the Problem**

The five sub headings below are presented in order to give clear understanding on the research procedure suggested by Kemmis and McTaggart (1988). Some of modification is presented as follows:

##### **1. Reconnaissance**

The research process began with the formulation of the problems identified in the field. To identify the field problems, the researcher conducted some observations and interview with the English teacher and the students. The observation was conducted in two meetings. The observation was done on July 30<sup>th</sup> and August 6<sup>th</sup> 2013. The field problems occurred during the teaching and learning process could be seen in Table 4.1.

## 2. Identification of the Field Problems

From the observation and interview, it could be identified that there were many problems in the process of teaching and learning process at class XI IPA SMAN 1 Pringsurat Temanggung. The problems were related to teacher and students. To make it easier to analyze each problem, the researcher presented them in the following table.

Table 4.1. The Field Problems Found During the Teaching and Learning Process.

No	Problems Found	Indicators
1	The students had low motivation to learn and speak English.	<ol style="list-style-type: none"> <li>1. Some students did not answer the questions from the teacher.</li> <li>2. Some students did not do the tasks that were given by teacher.</li> </ol>
2	The students had difficulty in following the lesson.	<ol style="list-style-type: none"> <li>1. The teacher explained the material more than once.</li> <li>2. The students gave wrong answer when the teacher asked then questions.</li> </ol>
3	The students were shy and afraid to speak in English.	<ol style="list-style-type: none"> <li>1. Some students kept silent when being asked by the teacher.</li> <li>2. When the researcher asked the students why they kept silent in the speaking teaching and learning process, they said that they were shy and afraid of making mistakes.</li> </ol>
4	The students' vocabulary mastery was still low.	<ol style="list-style-type: none"> <li>1. The students asked the teacher to translate some English words.</li> <li>2. Most of the students kept silent when the teacher asked them to give the meaning of some English words.</li> </ol>

5	Some students tended to be noisy in the teaching and learning process.	<ol style="list-style-type: none"> <li>1. Some students chatted with their friends during the teaching and learning process.</li> <li>2. Some students walked around their friend's desk.</li> </ol>
6	Some students were not familiar with the classroom English in the English teaching and learning process.	<ol style="list-style-type: none"> <li>1. The students asked the teacher to translate some classroom English that was used by the teacher.</li> <li>2. The students asked the teacher to use Indonesian.</li> </ol>
7	The English teaching and learning activities were monotonous.	<ol style="list-style-type: none"> <li>1. The teacher only asked the students to read some texts, translate some sentences, and do some tasks on the course book or "LKS".</li> </ol>
8	The tasks were not well organized and not interesting enough.	<ol style="list-style-type: none"> <li>1. The task that were given by the teacher only reading some dialogues or texts and then answering the questions and working out about some vocabularies and did those activities in the students' "LKS".</li> </ol>
9	The teacher used limited technique in the teaching speaking.	<ol style="list-style-type: none"> <li>1. The teacher did not use various and interesting techniques in the teaching and learning process.</li> <li>2. The teacher only taught the materials according to the course book.</li> </ol>
10	The classroom management did not run well.	<ol style="list-style-type: none"> <li>1. The teacher did not really emphasize to rebuke the students when they made mistakes.</li> </ol>
11	The teacher gave less opportunity to the students to practice English orally.	<ol style="list-style-type: none"> <li>1. The teacher seldom taught speaking and she focused the teaching on reading and writing.</li> <li>2. The teacher only used the course book, "LKS", without any other media.</li> </ol>

12	There were limited media in the teaching-learning process.	1. The teacher only used course book “LKS”, and white board without using any other media.
13	The English teaching and learning process was teacher centered.	1. The teacher often only gave presentation and explanation in front of the classroom without giving more opportunity to the students to do some activities.

From the identified problems above, the researcher then decided some crucial problems that were feasible and manageable to solve those are as follows:

Table 4.2. The Feasible Field Problems to be solved

No	Problems Found	Indicators
1	The students had low motivation to learn and to speak English.	<ol style="list-style-type: none"> <li>1. Some students did not answer the questions from the teacher.</li> <li>2. Some students did not do the tasks that were given by teacher.</li> </ol>
2	The students had difficulty in following the lesson.	<ol style="list-style-type: none"> <li>1. The teacher explained the material more than once.</li> <li>2. The students gave wrong answer when the teacher asked then questions.</li> </ol>
3	The students were shy and afraid to speak in English.	<ol style="list-style-type: none"> <li>1. Some students kept silent when being asked by the teacher.</li> <li>2. When the researcher asked the students why they kept silent in the speaking teaching and learning process, they said that they were shy and afraid of making mistakes.</li> </ol>
4	The students' vocabulary mastery was still low.	<ol style="list-style-type: none"> <li>1. The students asked the teacher to translate some English words.</li> <li>2. Most of the students kept silent when the teacher asked them to give the meaning of some English words.</li> </ol>

5	Some students tended to be noisy in the teaching and learning process.	<ol style="list-style-type: none"> <li>1. Some students chatted with their friends during the teaching and learning process.</li> <li>2. Some students walked around their friend's desk.</li> </ol>
6	Some students were not familiar with the classroom English in the English teaching and learning process.	<ol style="list-style-type: none"> <li>1. The students asked the teacher to translate some classroom English that was used by the teacher.</li> <li>2. The students asked the teacher to use Indonesian.</li> </ol>
7	The English teaching and learning activities were monotonous.	<ol style="list-style-type: none"> <li>1. The teacher only asked the students to read some texts, translate some sentences, and do some tasks on the course book or "LKS".</li> </ol>

### 3. Research Problems

After finding the field problems, the researcher and the English teacher had further discussions to figure out the manageable problems to be solved. The problems were related to the students' speaking skills and the practice of English teaching-learning. The students of grade XI IPA had low speaking ability. This could be seen from the lack of confidence that made them reluctant and shy when they were asked to express their ideas in English in front of the class.

Moreover, they did not actively participate in the speaking teaching and learning process. Also, they often mispronounced the English words when they were asked to speak in English. On the other hand, the teaching and learning activities done by the English teacher were not communicative and tended to be

too teacher-centered. The teacher often employed reading and writing activities and seldom conducted speaking activities so that the students had few opportunities to practice their English orally. Besides, the students' involvement in the teaching and learning process was low. Those problems hindered the English teaching and learning process from running effectively and successfully so that the researcher needed to solve them.

#### **4. Determining the Actions to Solve the Field Problems**

After the researcher and English teacher identified the important problems that needed to be solved, they discussed the pins of those problems that were related to the learning of speaking. Then, the researcher and the English teacher tried to look for any appropriate ways to improve the student' speaking ability.

At the time, the researcher proposed *Cooperative Report-Out Method* to be used in the actions and the English teacher agreed about it. After that, the researcher and English teacher decided to use *Cooperative Report-Out Method* in the speaking activity and they thought that the activity was new for the students and the students were expected to like it.

The researcher also focused on the observation in the first meeting of the action and took a look at the pre-test result and the questionnaire distributed in the first meeting before she went further to talk about the problems. From the

observation and pre-test, the researcher noted that the students often made mistakes in pronouncing some words. They also did not put correct intonation in their pronunciation. Besides, they were less active and still nervous when they were asked to speak before the class. In addition, most students were still unfamiliar with the use of English as a medium of instruction.

From the questionnaires, the researcher found that some students suggested her not to speak in English for the whole time during the class because they were not familiar with that. They also suggested her to teach more slowly and use interesting activities in teaching so that the lesson would be more enjoyable. They suggested the researcher to speak loudly, so they could listen better when the researcher explained the materials. They preferred the teacher to apply various activities to the stressed and monotonous activities to avoid boredom in learning speaking. Knowing their expectations to the English teaching and learning process helped the researcher in designing activities which the students would enjoy much.

Talking about the problems that were found in the field, the researcher, and the research team members concerned with the problems on the students' speaking skills. The problems included the following points:

- a. Classroom English was rarely used.
- b. The students lacked of confidence in speaking.

- c. The students had low motivation in learning.
- d. The English teaching and learning was monotonous.

Based on the problems mentioned above, the plans of the actions were expected to be able to improve the situation in order that:

- a. Classroom English was used.
- b. The students had self-confidence in speaking.
- c. The students had high motivation in learning.
- d. The English teaching and learning process would become interesting.

## 5. Actions Plans

The researcher tried to solve the field problems by using some steps, the first step was writing a course grid. The course grid consisted of the basic competency, example of language, key vocabulary, media, and indicators. The basic competency for the cycle I was about narrative texts. The cycle I was conducted in two meetings. The basic competency for the cycle II was about report texts. The cycle II was conducted in two meetings. The media consisted of the narrative and report texts, a course book, the teacher's explanation and handouts.

*Cooperative Report-Out Method* related to the activities was implemented in every meeting. The researcher used *Cooperative Report-Out Method* in every



meeting to improve the students' speaking skills. The activities in every meeting were different. The indicators consisted of the aim of using cooperative report-out method to improve students' speaking skills.

The second step was writing a lesson plan for every meeting. There were four lesson plans for the two cycles. The lesson plans were made according to the course grid. The PPP (Presentation, Practice, and Production) method was used in the learning activity steps. The course grid and the lesson plans could be seen in the appendix.

## **B. The Implementation of the Actions and Discussions**

### **1. The Implementation of Cycle I**

#### **a. Plans of Cycle I**

Before implementing the action, the researcher consulted the plan to the teacher about the media and the materials. We decided the implementation of the method in cycle I. In the teaching-learning process, the researcher acted as the teacher and teacher as the observer. Based on the field problems above, the researcher and the teacher agreed to implement some actions to overcome to problems. The actions were as follows:

#### **1. Using classroom English**

During the action, the researcher acted as the teacher. The data from the interviews showed that the teacher seldom used classroom English so that the

students were not encouraged to speak English in class. Therefore, in this cycle, the researcher planned to use classroom English during the teaching and learning process in order to make students more familiar with the English words. Besides, they were expected to improve their opportunities to speak English in the class. The researcher used classroom English in several functions such as to greet the students in the beginning of the lesson, to elicit materials that would be learnt, to explain the materials, to give instructions of the tasks or activities, to give feedback and to end the lesson.

## 2. Using Cooperative Report-Out Method in teaching speaking

The implementation of cooperative report-out method was intended to increase the students' speaking ability. It was done in group works. It was expected to give opportunity to speak, so that the students' speaking competence was built through the activities. Cooperative report-out method was implemented in the classroom by dividing the students in six groups. At the first meeting of the implementation, the researcher divided the students into 6 groups in which each group consisted of four students. The researcher grouped the students randomly. The students who got the same number became one group. These group work activities were done for carrying out the task.

## 3. Improving students' motivation and involvement

Cooperative report-out method was used to improve the students' ability in the practice of teaching speaking skills and made the students more active in the class. They would be motivated in the learning speaking using this activity. These activities involved the students to work in groups. The implementation of the *Cooperative Report-Out Method* in this cycle was to help improving the students' speaking competence. The competence could be built because in this activity they had to communicate with their partners to find out the information that they needed.

#### 4. Improving students' self-confidence through a small group activity

A small group activity was planned to improve the students' self-confidence in the learning speaking. The students were asked to perform the summary of a text in front of the class in groups. By asking the students to do this activity, they were expected not to be shy and afraid of speaking in front of the class.

Based on the actions above, the first cycle of the action research aimed to increase:

1. The students' habit in speaking English
2. The students' motivation to speak English
3. The students' confidence to speak English
4. The students' involvement in speaking learning, so that they were able to

actively involve in speaking class

#### **b. Action and observation in Cycle I**

The pre-test was carried out on Monday, August 26<sup>th</sup>, 2013. The implementation of the actions in Cycle I was conducted in two meetings. The first meeting was on Saturday, August 31<sup>st</sup> 2013 and the second meeting was conducted on Monday, September 2<sup>nd</sup> 2013.

Based on the English teacher explanation, the students had already learned all the materials from the course book. Therefore, the English teacher suggested the researcher to use the materials from the course book that the students had already learned. One theme could be reviewed in two meetings. The theme for cycle I was “narrative text”. The researcher implemented the action, while the English teacher as collaborator always took notes at the back of the class and also observed the English teaching and learning process.

In the first meeting, when the pre-test was held, the researcher applied performance assessment approach to gather the data about the students’ speaking skills. The components being assessed were fluency, accuracy, pronunciation, and vocabulary. Fluency includes the students’ ability to speak with a good but not necessarily perfect. Accuracy includes the accurateness and appropriateness use

of syntactic form. Pronunciation includes the students' spelling. Vocabulary is the words that used by the students.

Besides, the student's speaking skill was assessed on what the students performed and what the assessors observed. The assessors were the researcher and the teacher who assessed different students by using the same instruments which were speaking rating scales, assessment rubric and assessment criteria. The rating scales were completed during the students' performance to minimize the time elapsed between the performance and its records so that the assessment result would be more accurate.

Related to the efforts which were implemented in this cycle, the following discussions are presented:

#### 1. Using Classroom English

Classroom English was used in every meeting to make the students more familiar with the English words. It was used in some ways, such as in opening the lesson and greeting the students, eliciting the materials that would be learnt, explaining the materials, giving the instructions, giving the feedback and closing the lesson. Bahasa Indonesia was sometimes used in some difficult aspects, such as in explaining the materials and in giving the instructions.

The first meeting was conducted on Saturday, August 31<sup>st</sup>, 2013. The topic of the second meeting was “Narrative text”. The title of the narrative text was “Dove and Ant”. At the beginning of the lesson, the researcher said “Assalamualaikum Warahmatullahi Wabbarakatu”, “Good Morning, everyone. How’s life?.” At the end of the lesson, the researcher used leave taking expressions, such as “See you tomorrow” or “Goodbye” or “Have a nice day”. The researcher also asked the leader to lead the prayer in English, “Before we start our lesson today, let’s pray, shall we!”, at the beginning of the prayer and “Amin” at the end of the prayer. In giving instructions the researcher also used English. Some students had been familiar with the routines above. Throughout the classroom learning, the researcher tried to use English as the medium of instruction as much as possible. Sometimes, if the students did not understand, the researcher used gestures to make them understand more.

As it was the first meeting of the action using classroom English, the researcher found that it was interesting. It was normal if some students did not understand some instructions and explanation but they tried hard to find some words they did not know by asking the teacher or asking their friends. The proportion of using Classroom English in the classroom was 50:50. It means that the researcher used English 50% and Bahasa Indonesia 50%.

The second meeting was done on Monday, September 2<sup>nd</sup>, 2013. The use of classroom English was still the same as the second meeting. Concerning the use of English in giving instructions, some of the students still got difficulties in understanding it. They were not familiar with some English words. This could be seen from the interview transcripts done between the researcher and the students. Below is an example of the transcript.

*R: "Ini lho dek tentang pelajaran tadi gimana menurut adek, ada yang beda nggak?"*

*S: "Iya miss, tadi miss ngomongnya pake bahasa Inggris terus e miss."*

*R: "Terus kamu ngerti nggak kalo miss ngomong pake bahasa Inggris?" mudeng nggak sama pelajarannya?"*

*S: "Ya lumayan miss, tapi banyak kata kata yang nggak dimengerti miss, masih susah mengartikannya. Tapi sedikit ada yang bisa dipahami miss".*

*R: "Emm, nggak ngerti artinya apa gimana dek?"*

*S: "Iya miss, banyak kata kata yang belum pernah didenger, jadi nggak ngerti".*

*R: "Owh, kalo nggak ngerti terus adek gimana?"*

*S: "Ya kadang tanya sama temen, kalo nggak ya diem aja, kalo nggak ya ikut ikutan temen aja,heeee..."*

(Interview transcript, Saturday, August 31<sup>st</sup> 2013)

Some students also found that the use of classroom English was useful to add the new English vocabularies. It can be seen from the interview below:

*R: "Ini lho dek tentang pelajaran tadi. Menurut kalian gimana, ada yang beda nggak?"*

*S1: "Iya miss, beda banget, banyakan pake bahasa Inggris".*

*S2: "Iya miss, bingung saya"*

*R: "Bingung gimana dek? tapi paham kan sama materi tadi?"*

*S1: "Lumayan miss, masih lumayan tapi miss, belum paham sepenuhnya, hee...."*

*S2: "Lumayan paham kok miss, kosakatanya jadi nambah sama pengucapannya jadi benar".*

*R: "Terus apalagi?"*

*S2: "Materinya menarik miss, bisa menambah kosakata juga".*

*R: "Emm, ya berarti malah bagus kan dek, jadi nambah koleksi kosakata adek adek".*

*S2: "Iya miss, jadi berguna banget ini kamusnya, buat nyari kata kata, tadinya suka dianggurin miss, hehe...."*

(Interview transcript, Saturday, August 31<sup>st</sup> 2013)

The researcher also interviewed the teacher's opinion about the benefits of classroom English. The interview is stated below.

*R: "Mengenai pembelajaran pada siklus pertama lho Bu, menurut pendapat ibu gimana? Apakah sudah berhasil?"*

*ET: "Sebenarnya saya sudah pernah pake bahasa Inggris di kelas mbak, tapi tidak full pake bahasa Inggris, jadi kadang-kadang saya campur pakai bahasa Indonesia mbak, soalnya masih banyak siswa yang kadang nggak tau artinya. Kadang mereka Cuma diem aja kalo diperintah, soalnya mereka nggak tau artinya."*



*R: "Gitu ya Bu, menurut ibu apa ada kesulitan jika memakai classroom English di kelas?"*

*ET: "Oh ya pasti ada mbak, kita kan tau kalo mereka mungkin tidak terbiasa mendengar kata-kata tertentu dalam bahasa Inggris. Kadang saya harus mengulang beberapa kali untuk membuat mereka mengerti apa yang saya ucapkan."*

*R: "Lalu bagaimana cara ibu mengatasi siswa yang tidak mengerti instruksi dan penjelasan ibu?"*

*ET: "Kadang saya harus memperagakan apa yang saya perintahkan supaya mereka mengerti dan akhirnya melakukan perintah saya."*

*R: "Gimana menurut pendapat ibu tentang manfaat classroom English?"*

*T: "Banyak mbak, siswa jadi terbiasa enga kata-kata bahasa Inggris, mereka jadi tau cara pengucapan yang benar juga."*

(Interview transcript, Saturday, August 31<sup>st</sup> 2013)

Generally, during cycle I the use of classroom English was effective to provide more exposures in English to increase the students' language repertoire.

## 2. Using Cooperative Report-Out Method in teaching speaking.

The method that used during the teaching and learning process was PPP (Presentation, Practice, and Product). The English teaching-learning process, as usual, was started with the teacher greeting. After conducting the pre-teaching, the researcher counted the students to make groups. There were six groups; each group consisted of four students. The researcher asked them to sit in their group. The researcher told them the rules of Cooperative Report-Out method. The researcher gave them an opportunity to ask if they did not understand the rules.

The activity of the first meeting was about making summary of the Narrative text. Each group was given a narrative text. The title of the narrative text was “Dove and Ant”. They discussed the story of the text. After that, they made the summary of the “Dove and Ant” text using their own ideas. The students worked in groups of four. Each group had the text of “Dove and Ant”. The students discussed the text to make a summary text with the group. Each group had different generic structure of the narrative text. Group 1 made orientation, group 2 made complication, group 3 made resolution, group 4 made orientation, group 5 made complication, and group 6 made resolution. The leader of the group had to find the information from the other groups. Then, the leader must have to return to their original group after getting the information.

The second meeting was conducted on Monday, September 2<sup>nd</sup>, 2013. The genre was still about narrative text. The title of the narrative text was The Rabbit’s Tail Story. The genre enabled the researcher to implement the *Cooperative Report-Out Method* because the students seemed more interested in the title of the text in this second meeting than in the first one. The students said the story of this text was so funny. The students discussed the text with the group. Then, after discussion the students made summary of the text. In the group, each student shared their own ideas to make the summary text. After that, each group presented the result of summary of the text in front of the class. Conducting

*Cooperative Report-Out Method* in the English teaching–learning process provided a new experience for the students. It can be seen in the interview below.

*R: "Gitu ya dek, terus pendapat kalian tentang aktivitas yang baru ini lho, Cooperative Report-Out Method itu, menurut kalian gimana?"*

*S1: "Lumayan asik sih miss, seneng juga."*

*S2: "Iya miss, persis sama diskusi tapi lebih menarik, sama agak beda ya miss, ada kayak inovasi gitu, heehe..."*

*R: "menarik gimana dek?"*

*S1: "Soalnya bisa kerjasama sama temen temen miss."*

*R: "Sebelumnya pernah pake Cooperative Report-out method belum?"*

*S1: "Belum pernah miss. Ini pertama kalinya."*

*S2: "Iya miss, nggak pernah, paling Cuma diskusi biasa aja."*

*R: "Oh gitu, menurut kalian ada kesulitan nggak?"*

*S1: "Awalnya sih iya miss, nggak mudeng sama aturannya, tapi lama-lama biasa kok."*

(Interview transcript, Saturday, August 31<sup>st</sup> 2013)

The researcher found that in the first meeting of the implementing *Cooperative Report-Out Method*, there were some students who were not active in the group activity. Some of them relied on the other students within their group in doing the task. Some students did not do their work. They just talked with the other friends.

The researcher also interviewed the teacher to ask for her opinions in the implementation of *Cooperative Report-Out Method* in the speaking class. It can be seen in the interview below.

*R: "Bagaimana menurut pendapat ibu tentang Cooperative Report-Out Method yang telah dilaksanakan hari ini Bu?"*

*ET: "Untuk pertemuan pertama tadi, sepertinya masih banyak siswa yang agak bingung dengan aturan-aturan cooperative report-out method. Memang inisepertinya ribet karena siswa harus berpindah tempat untuk mencari informasi kan."*

*R: "Menurut ibu kekurangan apa yang harus diperbaiki dari pelaksanaan hari ini?"*

*ET: "Mungkin peraturan tentang aktifitas ini harus lebih diperjelas, biar para siswa tidak bingung, terus pengaturan waktu juga harus efektif."*

*R: "Emmm, iya Bu. Terus kelebihanannya menurut ibu apa aja ya?"*

*T: "Siswa jadi lebih aktif, melatih kerjasama juga dengan teman yang lain, bisa bertykar pikiran dengan yang lain juga. Materinya juga tersampaikan karena mereka bertanggung jawab buat menguasainya."*

(Interview transcript, Saturday, August 31<sup>st</sup> 2013)

### 3. Improving students' motivation and involvement through cooperative report-out method.

To improve students' motivation and involvement, the researcher asked the students to have a discussion with their group. The *Cooperative Report-Out Method* was also implemented in every action of the cycles. The *Cooperative Report-Out Method* was also implemented in almost every activity in the lesson.

The first cycle was conducted on Saturday, August 31<sup>st</sup>, 2013. The theme was Narrative Text. Before explaining the material, the researcher asked the students about their experiences in studying narrative texts. Only two students answered the researcher question, the other students were only silent. The researcher called some of the quiet students to give their ideas, but some students were still quiet and only smiled. Then, the researcher asked the students to be more active because she would give rewards to the best group in the final test.

After having the warming up, the researcher explained the materials of the narrative text. A text entitled “Snow White” as an example. The researcher asked a group to make a summary and performed it in front of the class with the researcher’ assistance. It made them more enthusiastic in joining the lesson. After explaining and providing the example, the researcher confirmed the students whether they have understood the materials explained, yet only one student responded, i.e. by giving a question the question. It seemed that the students were still reluctant to speak, being passive.

After explaining the materials, the researcher gave the students some practices to use the *Cooperative Report-Out Method* that was used in almost every practice. After explaining the rules and steps of doing the *Cooperative Report-Out Method*, the researcher gave the students another text to discuss within the group. The students had time to discuss around 20 minutes, after that

they worked in group and shared the result of summary of the text. Because the students had to talk with their group members, they became more active. They were not really shy anymore because they interacted with their friends. But, when the students had to perform the result of summary text in front of the class, most of the students still seemed reluctant to speak. They just read the summary of the text all of the time without considering their speaking skills. At the end of the meeting, the researcher gave the summary about what they had learned in that day. Here is the interview transcript about the students' activity.

*R: "Bagaimana teksnya? Mudah kan?"*

*S1: "Susah miss, nanti pas maju, kertasnya boleh dibawa kan?"*

*R: "Ya, tapi nggak semua dibaca lho, harus dihafalkan tadi kan sudah diberi contoh."*

*S1: "Iya miss, ini lagi nyoba ngafalin."*

*R: "Bagaimana dengan dek Lindarti? Mudah kan teksnya?"*

*S2: "Lumayan miss, tapi aku agak susah ngafalinnya."*

*R: "Nggak apa apa, coba dihafalkan dulu."*

(Interview transcript, Saturday, August 31<sup>st</sup> 2013)

The second meeting was conducted on Monday, September 2<sup>nd</sup>, 2013. The theme was still narrative text. The title of the text was "The Rabbit's Tail Story". In this meeting, the researcher focused on the generic structure of the narrative text and simple past tense. The researcher discussed the previous materials before

starting the lesson to make sure that all of the students understood the previous materials.

Before explaining, the teacher asked the students about the “Rabbit’s Tail Story” text. Some students did not pay attention to the teacher’s explanation. The researcher then explained the story with the generic structure of the text and simple past tense. Some students were willing to ask some questions about the materials when the researcher finished her explanation.

After explaining all of the materials, the researcher gave the task to the students. All of the activities used the *Cooperative Report-Out Method*. Because all of the students already knew the *Cooperative Report-Out Method*, they directly did it. In this meeting, the researcher gave the students a handout. One student got a handout. The handout contained the text, the generic structure of narrative texts and language features. The student had to make the summary of the text according to the story of the text. The researcher allowed the students to ask something that they did not understand.

After they finished their work, they had to perform the result of the summary of the text in front of the class. They were not allowed to bring their paper. Some of the students started to speak. They had been accustomed to having interactions with their friends when they used the *Cooperative Report-Out Method*. Furthermore, by performing the *Cooperative Report-Out Method* the

students could speak more in English by using the target language functions. The researcher also observed how the students participated and spoke using English. The students were able to work with their classmate without any problems. The students seemed to be more motivated in learning and they also involved themselves more in the learning process. The researcher also invited some students to be interviewed after the *Cooperative Report-Out Method* was implemented. Here is an excerpt from the interview.

*R: "Permisi, mau Tanya-tanya sebentar, boleh ya? Menurutmu bagaimana pelajarannya tadi?"*

*S: "Lumayan asyik miss pelajarannya. Aku jadi cepet paham sama materinya."*

*R: "Kok bisa?"*

*S: "Yak an pakai cooperative report-out method tadi, jadi menyenangkan. Nggak ngebosenin."*

*R: "Oooo gitu, kalo teman yang lain gimana tadi?"*

*S: "Ya kayaknya mereka juga suka, nggak kayak biasanya, disuruh maju aja susah."*

*R: "Sipp lah kalo gitu, makasih yaa."*

*S: "Sama sama miss, besok kayak gini lagi aja ya miss..hehhe..."*

*R: "Okay deh.."*

(Interview transcript, Monday, September 2<sup>nd</sup> 2013)

From the interview transcript above, the students felt that the teaching-learning process was more fun and enjoyable so that it was easy for her to



memorize words faster because the teaching-learning process was not stressful. She added that their friends improved their speaking skills because the teaching-learning process was more fun and enjoyable than the one that they had before. They felt that cooperative report-out method could improve their ability in practicing speaking. They also enjoyed their performance. They really learned English with the researcher since it was fun and enjoy. It motivated the students to study. The students said that they were really motivated in learning speaking by using the *Cooperative Report-Out Method*, so that they did not get bored as they did in the previous lessons. They also asked the researcher to teach in their class again. This can be seen from the excerpt below.

*R: "Gimana cooperative report-out method tadi?"*

*S: "Lumayan asyik miss. Kita langsung bisa menerapkannya didepan kelas."*

*R: "Jadi berani?"*

*S: "Iya miss, kan mau nggak mau kita harus tetep maju. Akhirnya kebiasaa. Asyik e miss kalo pake Cooperative Report-Out Method."*

(Interview transcript, Monday, September 2<sup>nd</sup> 2013)

#### 4. Improving students' self-confidence through group activity

Group activity enabled them to speak more than they did in the whole-class activity. Moreover, in this activity they could assess their classmates

speaking. The students' self-confidence was built in this group activity. This can be seen from the interview transcript below.

*R: "Siang dek, biasa ganggu sebentar?"*

*S: "Ya miss"*

*R: "Gini, menurut kamu gimana aktifitas tadi?"*

*S: "Wah asyik miss."*

*R: "Kenapa kok merasa asyik dek?"*

*S: "Soalnya cooperative report-out methodnya seru miss, bisa saingan sama kelompok yang laen."*

*R: "Tapi tadi ngrasa PD nggak pas diminta maju?"*

*S: "Pertamanya nggak miss, tapi lama-lama ya PD, soale kita bareng-bareng sama temen."*

(Interview transcript, Monday, September 2<sup>nd</sup> 2013)

Besides, group activities were also recommended by the teacher because it was easier to handle and to assess. The teacher said that it was difficult for the researcher to handle the medium class (consisting of 23). In group activity, the students could express their dialogue and the other group asked the questions. They could share with their friends in the group to answer the questions. This can be seen from the interview transcript below.

*R: "Menurut ibu bagaimana pelaksanaan cooperative report-out methodnya hari ini?"*

*ET: "Gini mbak, siswa kelas XI IPA ini biasanya tidak terlalu aktif, tapi tadi saya liat dengan menggunakan cooperative report-out method anak-anaknya jadi pada mau maju."*

(Interview transcript, Monday, September 2<sup>nd</sup> 2013)

### **c. Reflection of Cycle I**

After implementing the action, the researcher and the collaborator reflected the action. The discussion was done based on the observations in the teaching and learning process, the students' and the collaborator's opinions. The research team members discussed the problems and the solutions in each meeting, and at the end of the cycle they discussed the whole stages of the cycle as a consideration to plan for the next cycle.

#### **1. Using Classroom English**

The first meeting gave a good starting point for this research. The students welcomed the researcher and the English Teacher, and they listened to the researcher. In this meeting, it was assumed that the students knew what to do during the lesson and they understood what was expected by the researcher and the teacher in the next meetings. Using classroom English during the teaching process motivated the students to speak English more. Moreover, it could increase the students' opportunity to speak English in the class during the teaching and learning process. The students came familiar with the English words. Therefore, for the next cycle, the teacher had to make sure that more

students used English in asking or answering questions about routines. The students were also more active in speaking English, when they used classroom English.

## 2. Using Cooperative Report-Out Method in teaching speaking

The researcher decided to use *Cooperative Report-Out Method* again in this cycle. The researcher tried to adapt *Cooperative Report-Out method* taken from the book of Barbara J. Millis. The researcher divided the students into six groups, each of which consisted of four students. However, the random grouping was considered ineffective because they felt this was not fair to them. The researcher grouped the students based on their own interest. However, the researcher assigned at least one smart student in each group. This student was expected to assist other students.

## 3. Improving students' motivation and involvement through cooperative report-out method

Students' courage in speaking English was sometimes hidden by their reluctance in speaking English. This was largely due to their inability in understanding the English grammar. Feeling shy made the students considered silent and passive. Using the *Cooperative Report-Out Method* was an appropriate

activity to improve the students' motivation and improvement. Production session of the activity would result in a much better students' performance.

#### 4. Improving students' self-confidence through group activity

Students' self-confidence is the important part for learning speaking skills. They should have the courage to perform in front of the class. This challenged the researcher to be more creative in building the students' self-confidence. In this cycle, the students have made some improvement in performing their work in the production activity. As a matter fact, some students could not enjoy the performance session because they did not feel confident with their speaking. Yet, they seemed to enjoy their trying to speak speaking English. In this meeting, the researcher used English as the medium instructions. However, the researcher should repeat some instructions when the students looked confused.

#### 5. Giving feedback

As found in Cycle I, although the students' pronunciation was still poor, they were very enthusiastic to know the correct pronunciation of some words. Then, the researcher planned to give feedback on the students' pronunciation to improve their speaking ability so that they did not make the same mistakes in the next activities.

The plans were expected to be able to achieve the situations in which,

1. The students would be more familiar in English.
2. The students got motivated and encouraged more in speaking English.
3. The students increased their involvement in speaking.
4. Eventually, the students' speaking ability would increase significantly.

#### **d. Finding of Cycle I**

Based on what the researcher had planned, acted, observed and reflected in cycle I, the researcher came to the following findings. Using classroom English was successful in improving the teaching of speaking skills practices and made them more familiar with the English words. As planned in the beginning of the action, in this first cycle, the researcher sometimes used Bahasa Indonesia in explaining some difficult aspects, such as the materials and the instructions. Using Bahasa Indonesia in cycle I helped students who got difficulties in understanding the explanation when the teacher spoke English all the time.

In addition, the implementation of cooperative report-out method was generally successful in improving the teaching of English speaking skills practices and students' involvement. The *Cooperative Report-Out Method* were used to improve the students' ability in the practice of teaching speaking skills and made students more active in the class. They will be motivated in learning

speaking using this activity. Most of the students were actively engaged in the activities. Based on the interviews held after the action, those indicated that they were very enthusiastic about this activity.

Furthermore, the implementation of group consisting of four students in Cycle I was not successful enough to improve the students' involvement in the teaching-learning process. This activity made the class noisy and several students did not actively participate in this activity.

## **2. The Implementation of Cycle II**

### **a. Plans of Cycle II**

Based on the evaluation and recommendation for cycle I, the researcher and the English Teacher planned some efforts as actions to solve the problems that were still found in improving the teaching of English speaking skill practices. Based on the result of the discussion with the English Teacher on Monday, September 2<sup>nd</sup>, 2013, the action plans of the second cycle that would be performed were:

- a. Using classroom English effectively in the classroom.
- b. Improving students' self-confidence by preparing the students to speak spontaneously.
- c. Giving rewards to motivate the students.
- d. Giving feedback on the students' pronunciation and grammar.

In order to solve the problems, the researcher and the English teacher still used mostly similar activities to those in Cycle I, such as adapting the *Cooperative Report-Out Method* to improve the students' involvement and giving rewards to improve the students motivation. However, the implementation of classroom English by using Bahasa Indonesia was revised by using the paraphrase and synonym of the English words. Besides, there were some new actions such as giving feedback on the student's pronunciation and grammar, asking the students to prepare the students to speak spontaneously, and which were added to Cycle II. In addition, the researcher and the English teacher also focused on the efforts on giving rewards. The efforts were described as follows:

1. Using classroom English effectively in the classroom

As the implementation of classroom English in Cycle I was successful to increase the students' opportunity to speak English, the researcher decided to use it in cycle II. The researcher planned to use classroom English in several functions, such as to open the lesson, to elicit the materials, to explain the materials, to give instructions, and to end the lesson. However, unlike in the previous cycle, in this cycle the researcher used some paraphrases or synonym of the English words to make the students understand them, so that they did not depend on Bahasa Indonesia.



## 2. Improving students' self-confidence by preparing the students to speak spontaneously

In cycle I, the condition of the class was very crowded. So, the researcher planned to prepare the students to speak spontaneously. It made the students focused on the speaking activity. The researcher also trained the students to be ready for any turns in speaking in order to make the students not escape from being asked to speak when they got the turn.

## 3. Giving rewards to motivate the students

The researcher planned to give points for the students who were getting the points from all of the groups. This action was planned based on the findings in the previous cycle revealing that the students were still shy and reluctant to perform their work in front of the class. Therefore, by giving rewards, the researcher expected that the students would be more enthusiastic to come in front of the class to perform their work.

## 4. Giving feedback on the students' pronunciation and grammar

As what found in Cycle I, though the students' pronunciation was still poor, they were very enthusiastic to know the correct pronunciation of some words, not only their pronunciation but also the grammar after they performed in front of the class in order to make the students understand and they did not make

some mistakes. The comparison of the actions between Cycle I and Cycle II could be seen in table 3.

Table 4.3. The Comparison of the Actions in Cycle I and Cycle II

Cycle I	Cycle II
Using classroom English	Using classroom English effectively in the classroom
Using the <i>Cooperative Report-Out Method</i> in teaching speaking	Using the <i>Cooperative Report-Out Method</i> in teaching speaking
Improving students' motivation and involvement	-
Improving students' self-confidence through a small group activity	Improving students' self-confidence by preparing the students to speak spontaneously
-	Giving reward to motivate the students
-	Giving feedback on the students pronunciation and grammar

#### **b. Action and Observation of Cycle II**

Cycle II was conducted in two meetings, they were on Wednesday, September 4<sup>th</sup> and Saturday, September 7<sup>th</sup>, 2013. In this cycle, the materials were report text. In the first and second meetings, the researcher discussed report text. In this cycle, while the researcher implemented the action, the English teacher took notes at the back of the class to observe the teaching and learning process. The data during cycle II were collected through classroom observation and interviews. Below were the actions that the researcher implemented in cycle II.

1. Using classroom English effectively I the classroom

In this cycle the researcher planned to use some paraphrases or synonyms of the English words to make students understand them so that they did not depend on Bahasa Indonesia. The teacher agreed with this plan. The use of the classroom English was still the same as that in the first cycle. The classroom English was used in several functions, such as to open the lesson, to explain the materials, to give the instructions of the activities, and to end the lesson.

The classroom English in cycle II was implemented in every meeting. As found in the first cycle, the implementation of classroom English was not really successful for getting the students more familiar with the English words. Therefore, the researcher and the English teacher tried to emphasize more on the students' ability to respond to the teacher's questions by paraphrasing the questions and using synonyms of some English words.

The researcher found that the students were more familiar with the English words so that they understood the teacher's questions without translating the questions. However, sometimes the students seemed confused with the questions so that the teacher tried to repeat the questions by paraphrasing them and they understood. They were also able to understand the questions and instructions more easily if the teacher spoke slowly. This can be seen from the interview transcript below.

*R: "Hei dek, bisa Tanya-tanya sebentar nggak?"*

*S: "Iya miss, mau Tanya apa?"*

*R: "Tadi paham nggak sama apa yang diomongin tadi? Paham nggak sama perintah perintannya?"*

*S1: "Udah lumayan banyak yang ngerti sih miss kata-katanya, misalnya kalo miss bertannya, kita udah maksud yang ditanyakan."*

*R: "Oh gitu ya, menurutmu bermanfaat nggak kalo gurunya selalu pake bahasa Inggris?"*

*S2: "Pasti miss, kita kan jadi terbiasa dengan kata-kata dalam bahasa Inggris, jadi nggak bingung gitu miss."*

(Interview transcript, Wednesday, September 4<sup>th</sup> 2013)

## 2. Improving students' self-confidence by preparing the students to speak spontaneously

In this meeting, the researcher trained the students to be ready for any turns in speaking. The students could not escape from being asked to speak when they got the turn. The use of a simulated environment proved that the students prepared themselves spontaneously to be ready for speaking at any time they got it.

In 2<sup>nd</sup> meeting in Cycle II, the students spoke based on their turns which were designed. They could be ready with their turns spontaneously. Thus, the students had already known when they should speak and when they should listen to their friends talking. They also tried to pay attention and listen to their friends' answer. It could be seen in the following transcripts.

*R: "Gimana cooperative report-out methodnya tadi?"*

*S: "Heheh.. bikin tegang miss."*

*R: "Lha kenapa kok tegang?"*

*S: "Nunggu giliran miss. Khan tadi deg-degan nunggu giliranku."*

*R: "Oh.. tadi mudah nggak?"*

*S: "Mudah miss, kita jadi tahu informasi apa yang diomongin sama temen temen. Hehe.."*

*R: "Baguslah, makasih ya."*

(Interview transcript, Saturday, September 7<sup>th</sup> 2013)

*R: "Menurutmu, gimana aktifitas tadi?"*

*S: "Asyik miss, tapi sempet nggak mudeng gimana jawabnya, tapi setelah lihat temen temen jawab, jadi mudeng miss."*

*R: "Apa yang kamu dapat dari aktifitas tadi?"*

*S: "Cara bikin summary dari teks."*

*R: "Berarti udah mudeng to?"*

*S: "Iya miss."*

(Interview transcript, Saturday, September 7<sup>th</sup> 2013)

### 3. Giving rewards to motivate the students

Regarding the findings of Cycle I in that some students were still reluctant and shy to perform in front of the class, the researcher provided some rewards to make the students more enthusiastic. The rewards were given in the forms of points and gifts. The researcher told the students in every beginning of the

activity that she gave a point to the active students. During this cycle, this action made the students more enthusiastic to express orally.

#### 4. Giving feedback on students' pronunciation and grammar

In Cycle II the researcher found that the students made mistakes in pronouncing some words and making the sentences so that she trained to give feedback on the students' pronunciation and grammar. Giving feedback on the students' pronunciation and grammar was needed to improve the students' ability in making good constructions of the sentences before they performed them. She could insert some minutes to explain the constructions/patterns of sentences. It included some pronunciation practices without ignoring the main target of the research and without losing her main purpose of the overall classroom activities. It would not be of any objection if the researcher gave a little while extra lesson on guidance in public speaking and motivating them to perform in front of the class better. After the researcher gave feedback, she asked the students to check their work again before they submitted the summary of the text in order that they did not make a mistake next time. However, there were some students who made few mistakes, when they make the summary of the text.

### c. Reflection of Cycle II

Some actions had been implemented as the effort in improving the speaking ability of class XI IPA students. In the reflection, the research members gave their responses and comments toward the implementation of the actions from the implementation of the actions above, some findings were described as follows:

#### 1. Using classroom English

Using classroom English was effective to improve the students' motivation and involvement in learning speaking skills. The students got many opportunities to communicate in English during the teaching learning process. In addition, they also got opportunities to ask questions, when they got difficulties to understand a word. The teacher tried to paraphrase the difficult sentences. She also gave the synonym of the difficult words so that the students were familiar with the words. Moreover, she tried to repeat the unfamiliar greetings in order to make the students familiar with the expressions.

#### 2. Improving students' self-confidence by preparing the students to speak spontaneously

The implementation of *Cooperative Report-Out Method* was successful to improve the students' readiness in presenting their result. Based on the close-

ended questionnaire some students stated that cooperative report-out method could improve their preparation to speak spontaneously. They said that this activity made them ready for the turns. They should be ready with their work result.

### 3. Giving rewards to motivate the students

The implementation of giving rewards was successful to improve the students' motivation and involvement during the teaching learning process. After the researcher implemented this action, the students became more active in the teaching learning process. Moreover, the students were enthusiastic with this activity. Some students wanted to perform the result of the summary text in front of the class without being asked the researcher. They also felt confident when performing it.

In several meetings, the researcher gave points as a reward. This action made the students join the learning process and activities actively because they wanted to get a point in their group. In addition, the researcher also asked the students to give applause after some students performed in front of the class. This action was done to make the students feel satisfied because they had already succeeded in their performances. In this action, the researcher also gave a gift for the best group to make the other groups active.

### 4. Giving feedback on the students' pronunciation and grammar



The implementation of this action was successful to improve the students' understanding on how to pronounce the correct words and how to make the sentences by using correct grammar. The students were more enthusiastic when the researcher asked them to repeat the words after her. They felt that they got the way to pronounce the word correctly. In addition, the researcher stated that giving feedback on their pronunciation and grammar was important to make students understand how to pronounce and make sentences correctly.

#### **d. Findings of Cycle II**

In reference to what the researcher planned, acted, observed, and reflected in Cycle II, the researcher came to the following findings. The implementation of classroom English using some paraphrases and synonyms to translate the unfamiliar words was successful to improve the students' speaking skills. It also made the students familiar with the new expressions of greeting, instructing or ending the class. Besides, it was effective for the students to respond to the new expressions appearing during the teaching learning process.

Meanwhile, giving reward to the students who wanted to speak was successful in improving the students' motivation and involvement in learning speaking skills. Moreover, they were enthusiastic about the point that the researcher gave. Besides, giving feedback on the students' pronunciation and grammar was also successful in improving the students' understanding of the new

words. They had already known how to pronounce the new words correctly, although they still made a few mistakes. Moreover, they had already known how to make correct sentences.

The action of giving points to the active students got a positive response. The students became more active in the teaching and learning process. They tried to be involved in each activity actively. They were motivated to answer the teachers' questions. They had more courage to practice speaking in English. The implementation of making a set of rule was effective in controlling the condition of the class. The class condition became conducive and all of the students obeyed the rules. Moreover, they were able to speak spontaneously.

Regarding the findings of Cycle II that all actions were successful in improving the students; speaking skills and the objectives of the research were achieved, the end this research and the collaborator agreed to end this research in this cycle. In summary, the differences in speaking teaching and learning process during Cycle I and Cycle II could be seen in Table 4.4.

**Table 4.4. The Improvements in Teaching and Learning Process of speaking during Cycle I and Cycle II**

**The Improvement of the Cycles**

Before Cycle	Cycle I	Cycle II
Teacher just focused on delivery the materials and paid less attention to the students' motivation.	Teacher began to pay attention to the students' motivation by giving rewards to the best group.	Teacher was not only giving rewards to best group, but the teacher also gave feedback on the students' pronunciation and grammar.
Teacher did not have ideas in creating different activities in the class.	Teacher had the idea of using the <i>Cooperative Report-Out Method</i> to improve the students' motivation and involvement in the teaching and learning of English.	Teacher used variation in the <i>Cooperative Report-Out Method</i> to improve the students' motivation and involvement in the teaching and learning of English.
The students had less motivation to learn English.	Some students had already been motivated during the teaching and learning process. They were confident to express their ideas. Although some students were still shy and reluctant when they were asked to express their idea.	Most of the students were confident and enthusiastic to perform their result in front of the class without being asked by the researcher.
The students were shy to express their ideas in English.	Some students began to express their ideas in English. Some of them spoke in English when they wanted to ask something.	The students were familiar with the researcher's expression such as greeting, instructing and ending the class and they responded to the researcher's expression. So, they could imitate their teacher's talk. They were not shy to speak

		in English.
They were not active in the class.	Some students began to be active in the class; they wanted to ask something that they did not understand.	Most of students were active in the class because the teacher maximized giving rewards. They were active when they worked in the group.
They paid little attention to the teacher's explanation	Some students began to pay attention to the teacher's explanation because the explanation was presented interestingly	Most of the students always paid attention to the teacher's explanation because they wanted to be the best in the class.

### C. The Result of speaking Test

The implementation of cooperative report-out method and its accompanying actions were successful in improving the students' speaking skills. That finding could be inferred from the observations of the teaching and learning process, the interviews with the students and the collaborator. Besides, it was also supported by the results of pre-test and post-test of the students' speaking skills. The researcher and the English teacher conducted the pre-test on Monday, August 26<sup>th</sup>, 2013. The topic of the test was narrative text in the form of making summary of the text. In this speaking test, the students were asked to make and perform the summary of the text in front of the class. The text was written in the handout, and then the students were asked to make summary of the text provided. They should make a summary of the text and perform the result in front of the class.

Meanwhile, the post-test was conducted on Thursday, September 12<sup>th</sup> 2013. The topic of the post-test was report text. The topic was written in the handout. They should make a simple summary of a report text and perform the result in front of the class. To assess the students' speaking skills in the pre-test and post-test, the researcher and the English teacher used a rubric which involved five criteria of speaking, such as fluency, accuracy, pronunciation, vocabulary. The maximum score that can be achieved by the students was 10, if the students did not make any attempt forwards the test, they would get zero (0) score. However, the minimum passing criteria (KKM/Kriteria Ketuntasan Minimum) of English subject in this school was 7.0. The students' speaking scores in the pre-test could be seen in Appendix. Meanwhile, the summary of the results of the pre-test could be seen in the Table above:

Table 4.5. The result of the Students' speaking Skills in the Pre-Test

Data	Pre-Test	
	Researcher	English Teacher
Mean	5, 63	6, 41
Number of the students	23	23

From Table 4.5, based on the researcher's assessment, it was found that the mean of the students' speaking skills was 5, 63. Meanwhile, from the English

teacher's assessment, the mean of the pre-test was 6,41. From those assessments, it could be inferred that the students' speaking was low. It was because from the 23 students, there were only 2 students from the researcher's assessment and 10 students from the teacher's assessment who passed the minimum passing criteria. The highest score was 7,5. The lowest score was 4,0.

In the post-test, both the researcher and the English teacher assessed the students' speaking skills scores by using the same rubric. The post-test was conducted to know whether there was significant improvement of the students' speaking skills after the *Cooperative Report-Out Method* was applied. The results of the students' speaking scores in the post-test could be seen in Appendix. The summary of the students' ability in the post-test was presented in Table 4.6 below.

Table 4.6. The Result of the Students' Speaking Skills in the Post-Test

Data	Post-Test	
	Researcher	English Teacher
Mean	7,52	7,67
Number of the students	23	23

Based on Table 6, from the researcher's assessment, it was found that the mean of the students speaking skills was 7, 52. Meanwhile, from the English teacher's assessment, the mean of the post-test was 7, 67. There were 3 students who got the highest score. Their score was 9,0. Then, there was 1 student who got the lowest score. His score was 6,0.

Most of the students got the speaking score between 7 and 8. From the results, it could be concluded that the students' speaking ability had improved since the mean of the students' speaking ability scored both by the researcher and the teacher has improved, from 5,63 and 6,41 in the pre-test to 7,52 and 7,67 in the post-test. The result of pre-test and post-test could be seen in the following table.

Table 4.7. Pre- Test and Post-Test of the Students' Speaking Skills.

	Mean		Number of Students	KKM	Score		Passed KKM	
					Highest	Lowest	R	ET
	R	ET						
Pre-Test	5,63	6,41	23	70	7,5	4,0	2	10
Post-Test	7.52	7,67	23	70	9,0	6,0	20	22

**R** : Researcher

**KKM** : Kriteria Ketuntasan Minimum

**ET** : English Teacher

## CHAPTER V

### CONCLUSION, SUGGESTIONS, AND IMPLICATIONS

This chapter discusses the conclusions, suggestions, and implications relevant to this study. The detailed explanation of each point is presented below.

#### A. Conclusions

The objectives of the study were to describe how cooperative report-out method was implemented to improve teaching of speaking skills of grade XI IPA students of SMAN 1 Pringsurat Temanggung and to describe the improvement of the students' speaking skills due to the improvement of the process. According the research finding in Chapter IV, the researcher implemented the *Cooperative Report-Out Method* which has elaborated into some other actions such as using classroom English, using group activity, and giving rewards to improve the students' motivation. By implementing those actions, the teaching of English speaking skills could be improved. It could be seen from the students' involvement in the pre-test and post-test.

The use of *Cooperative Report-out Method* in Cycle I successfully created conducive and comfortable class atmosphere. It immediately helped students to improve their motivation and enthusiasm to learn and to get involved. There was



also a better understanding of the materials given that was Narrative text among the students in this first cycle.

In cycle II, it was found that there was greater motivation among students at the class. The activity that was implemented seemed successful to improve their motivation to learn English. Moreover, it had an effect on expanding students' knowledge and ability to create better achievement. There was also better understanding of report text' content, generic structures, and language features among the students in this second cycle.

## **B. Implications**

The research findings show that the implementation of *Cooperative Report-Out Method* in learning speaking can improve the students' speaking ability. Especially in class XI IPA of SMAN 1 Pringsurat Temanggung. This can be seen both from the students' daily performances and their achievement. The students were more active in the speaking teaching learning activities so that their speaking ability improved. They were more familiar with the words they learnt.

Specifically, the implementation of *Cooperative-Report-Out* method gives positive effects on the students' speaking ability because of some reasons. First, the activity did not make the students bored. Second, it could increase their involvement in the speaking teaching-learning process. Third, it could increase

the students' enthusiasm. Furthermore, the result of the study indicated that the process of implementing the *Cooperative Report-Out Method* run well because the class management was good. All of the students were able to participate equally because each of them had different responsibility toward the activities. It implies that the teacher should have a good ability in managing the class. Besides, the teacher should know the students' characteristic so that the activities can accommodate the students' interests.

### **C. Suggestions**

After conducting this research, the researcher offered several recommendations for the English teacher and other researchers as presented below.

#### **1. To the English Teacher**

Due to the limited time, the researcher only implemented some activities. The English teacher needs to try to keep on applying other various activities so that the students will be more motivated in the English teaching and learning process. During the research, the teacher only used media, such as power point, hence the students would tended to get bored. Instead of that, she may implement other interesting and communicative activities in the teaching and learning

process so that the quality of the English teaching and learning process could be improved.

## 2. To other researchers

In this study, the researcher conducted the research in two months because of the limited time of the students. Other researchers may follow up this study in a longer time in order to find out more actions to improve the students speaking ability. Moreover, they can conduct this study in other grades, either in junior or senior high school so that the findings will be more satisfactory. They also can conduct this study in other schools which have different characteristics from SMAN 1 Pringsurat Temanggung.

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# APPENDICES

# **APPENDIX 1**

## **FIELD NOTES**



**HM : Headmaster**  
**ET : English Teacher**  
**R : Researcher**  
**S : Students**  
**TU : Tata Usaha**

**No : FN. 1**  
**Day/Date : Saturday, April 6<sup>th</sup> 2013**  
**Time : 07.30**  
**Activity : Asking for observation permission**

Pada pukul 07.30, R tiba di sekolah kemudian bertemu dengan satpam sekolah
R meminta ijin kepada satpam untuk bertemu dengan guru ET di sekolah itu dan kepala sekolahnya
Satpam mengantar R bertemu dengan ET terlebih dahulu
R bertemu dengan ET dan mengutarakan maksud dan tujuannya datang ke sekolah tersebut
ET menyetujui maksud R, tapi ET meminta R untuk bertemu dengan HM
Kemudian ET bertemu dengan HM dan mengutarakan maksudnya sambil memberikan surat ijin observasi
HM dan ET menyetujui surat tersebut dan memberikan R kesempatan untuk melakukan observasi
R kemudian melakukan wawancara dengan ET

**No : FN. 2**  
**Day/Date : Tuesday, July 30<sup>th</sup> 2013**  
**Time : 10.30**  
**Activity : Implementing the observation**

R datang ke sekolah pukul 10.30
R meminta ijin satpam untuk bertemu dengan ET
R menemui ET di ruang guru
R dan ET membicarakan rencana tentang observasi yang akan dilakukan dikelas XI IPA pada pukul 12.00
Pada pukul 12.00, R dan ET masuk ke kelas
ET memperkenalkan R kepada para siswa dan siswa pun menyambut dengan ramah walau agak sedikit ramai
ET menjelaskan maksud R masuk ke kelas XI IPA
R mengamati ET mengajar di kelas
Setelah pelajaran selesai, R menemui beberapa siswa untk diwawancarai

**No : FN. 3**

**Day/Date : Tuesday, August 6<sup>th</sup> 2013**

**Time : 10.30**

**Activity : Spreading the questionnaire**

R datang ke sekolah pukul 10.30
R menemui ET di ruang guru kemudian menjelaskan questionnaire yang akan diberikan kepada siswa sebagai need analysis
R meminta ijin kepada ET untuk menyebarkan questionnaire tersebut dan ET memberikan ijin
R menyebarkan questionnaire tersebut pada pukul 12.00 ketika kelas sudah masuk

**No : FN. 4**

**Day/Date : Wednesday, August 21<sup>th</sup> 2013**

**Time : 07.30**

**Activity : Asking for research permission**

R datang ke sekolah pada pukul 07.30
R menemui ET untuk meminta ijin memasukkan surat syah penelitian dari KESBANGPOLINMAS Temanggung
ET meminta R untuk memasukkan surat tersebut ke TU kemudian dari TU akan dimintakan tanda tangan dari HD
R menunggu keputusan HD
Pada pukul 09.00, R menerima keputusan dari HM bahwa surat tersebut di acc
R menemui ET dan ET menyanggupi untuk membantu penelitian R

**No : FN. 5**

**Day/Date : Monday, August 26<sup>th</sup> 2013**

**Time : 06.30**

**Activity : Spreading the Pre-Test**

R datang ke sekolah pada pukul 06.30 dan menemui ET
R membicarakan tentang adanya pre-test yang akan diadakan hari ini
ET menyetujuinya dan mendukung adanya pre-test tersebut
Pre-test dilakukan pada jam pelajaran pertama dan kedua yaitu pada pukul 07.00 sampai 08.30
ET dan R masuk ke kelas pukul 07.30
Kondisi kelas rumayan ramai dan siswa agak heran melihat R ikut masuk lagi ke kelas
ET menjelaskan kepada siswa tentang adanya pre-test kemudian ET memberikan kesempatan kepada R untuk menjelaskan pre-test tersebut
R menjelaskan pre-test tersebut dan kemudian siswa melakukan pre-test
ET dan R memberi nilai pre-test

**No : FN. 6**

**Day/Date : Saturday, August 31<sup>st</sup> 2013**

**Time : 06.30**

**Activity : Implementing the Cycle I (First meeting)**

R datang ke sekolah pukul 06.30
R datang bersama temannya untuk meminta tolong mengambil dokumentasi ketika R mengajar
R langsung menemui ET di ruang guru kemudian membicarakan pertemuan pertama yang akan dilakukan pada pagi ini
Pada pukul 07.00, ET dan R masuk ke dalam kelas XI IPA, sebelumnya ET sudah menjelaskan bahwa beberapa pertemuan kedepan akan kelas diisi oleh R
ET mempersilahkan R untuk mengajar dan ET mengamati dari belakang
R memulai membuka pelajaran dengan salam dan greeting seperti “Assalamualaikum Wr.Wb”, “Good Morning”, “How’s life?”, tetapi siswa , masih bingung dengan arti “How’s life”, kemudian R menjelaskan artinya
R memperkenalkan diri kepada siswa karena sebelumnya R belum pernah memperkenalkan diri
R memperkenalkan diri dengan menggunakan bahasa Inggris, tetapi masih banyak siswa yang bingung dengan artinya. Kemudian R mencoba pelan pelan mengartikannya
R menjelaskan maksud dan tujuannya berada di kelas XI IPA
R menjelaskan tentang aktivitas baru yang akan dikenalkan di kelas XI IPA untuk meningkatkan skill dalam berbicara
R memperkenalkan Cooperative Report-Out Method dan menjelaskan apa itu Cooperative Report-Out Method beserta tujuannya
Siswa tadinya bingung dengan aktivitas tersebut, tetapi R mencoba untuk menjelaskannya lagi nanti dengan contoh dan aktivitas sebenarnya
Pada pertemuan pertama ini, R mengambil topic Narrative Text dan R menjelaskan tentang Narrative Text
Setiap siswa diberi handout oleh R yang isinya tentang arti, generic structure, dan language feature dari Narrative beserta contoh teksnya agar siswa lebih mudah mehaminya
Setelah R menjelaskan tentang Narrative Text, R memberikan contoh Narrative Text yang sudah di berikan kepada siswa

R dan siswa mencoba menerjemahkan bersama teks tersebut dan mencari generic structure dan language feature, terutama kalimat past tense
Setelah melakukan itu semua, R kemudian mencoba mempraktekan cooperative report-out method
Siswa diminta untuk membuat 6 group, setiap group berisi 4 siswa. Setelah kelompok terbentuk, siswa diminta untuk membuat summary dari teks yang telah disediakan dengan menggunakan bahasa sendiri. Teks tersebut berjudul "Dove and Ant". Setelah summary sudah jadi, masing masing ketua dari kelompok mencari informasi kelompok lain apakah pekerjaannya sudah cocok dengan kelompoknya sendiri. Kemudian kalau sudah cocok, hasil dari summary itu harus dipresentasikan didepan kelas
Awalnya siswa sangat bingung dengan peraturannya, tetapi dengan praktek mereka pelan pelan bisa memahaminya
R dan ET saling membantu agar siswa cepat memahaminya
Siswa diberi waktu 20 menit untuk berdiskusi membuat summary dari teks
Setelah 20 menit mereka mempresentasikan hasil summary dari masing masing group
Mereka masih kelihatan malu dan terpacu dengan kertas yang mereka bawa, masih sering membaca
Pada pertemuan pertama ini, hasilnya memang kurang memuaskan tetapi banyak dari siswa yang sudah antusias dengan aktivitas ini
Setelah selesai pelajaran, R kemudian menemui ET dan beberapa siswa untuk diwawancarai

**No : FN. 7**

**Day/Date : Monday, September 2<sup>nd</sup> 2013**

**Time : 11.00**

**Activity : Implementing the Cycle I (Second meeting)**

R datang ke sekolah pukul 11.00
R datang bersama dengan temannya

R masuk ke kelas pukul 12.00 bersama ET dan temannya
R mengucapkan salam dan greeting kepada siswa dengan menggunakan bahasa Inggris
R melakukan kegiatan sama seperti pertemuan pertama tetapi dengan menggunakan teks Narrative yang berbeda judul
R memberikan sebuah teks kepada siswa dengan judul “The Rabbit’s Tail Story”
Siswa lebih antusias dengan judul teks ini, mereka tertarik ingin tahu bagaimana isi dari cerita ini
R dan siswa menerjemahkan teks ini dan memang benar mereka sangat tertarik dan senang dengan cerita ini. Ini membuat antusias mereka dengan aktifitas ini menjadi meningkat.
Setelah menerjemahkan teks tersebut, R kemudian menggunakan aktivitas barunya untuk meningkatkan lagi speaking siswa di kelas XI IPA
Mereka kembali berdiskusi dan sharing informasi. Mereka diberi waktu 20 menit untuk berdiskusi membuat summary dari teks yang sudah diberikan dengan menggunakan bahasa mereka sendiri.
Mereka diberi kebebasan dalam membuat summary, tetapi tetap memperhatikan grammar
Banyak siswa yang bertanya kepada R karena R memang memberikan fasilitas untuk bertanya jika mengalami kesulitan
Setelah 20 menit, masing masing ketua setiap kelompok berbagi informasi dan mencocokkan hasil kerja masing masing kelompok
Setelah berbagi informasi, setiap kelompok maju kedepan kelas untuk mempresentasikan hasil kelompok masing masing
Pada pertemuan kedua ini siswa sudah banyak yang paham dan mencoba untuk menghafal summary yang sudah dibuat, tidak terpacu dengan kertas
Setelah selesai presentasi, R meminta beberapa siswa untuk diwawancarai
R juga menemui guru untuk melakukan wawancara

**No : FN. 8**

**Day/Date : Wednesday, September 4<sup>th</sup> 2013**

**Time : 09.00**

**Activity : Implementing the Cycle II (First meeting)**

R datang ke sekolah pukul 09.00
R langsung menemui ET di ruang guru kemudian membicarakan pertemuan pertama pada cycle II yang akan dilakukan pada hari itu
Pada pukul 10.15, ET dan R masuk ke dalam kelas XI IPA
ET mempersilahkan R untuk mengajar dan ET mengamati dari belakang
R memulai membuka pelajaran dengan salam dan greeting seperti “Assalamualaikum Wr.Wb”, “Good Morning”, “How’s life?”, mereka langsung menjawab “I’m fine too, and you?”, R menjawab “I’m fine too thank you.” Mereka sudah mengerti dan paham dari greeting yang sudah diberikan
Pada pertemuan pertama di cycle II, R mengambil topic Report Text dan R menjelaskan tentang Report Text
Setiap siswa diberi handout oleh R yang isinya tentang arti, generic structure, dan language feature dari Report beserta contoh teksnya agar siswa lebih mudah memahaminya
Setelah R menjelaskan tentang Report Text, R memberikan contoh Report Text yang sudah di berikan kepada siswa dengan judul “Volcanic Eruptions”
R dan siswa mencoba menerjemahkan bersama teks tersebut dan mencari generic structure dan language feature, terutama kalimat present tense
R juga menggambarkan tipe tipe erupsi gunung berapi dan menjelaskannya
Setelah melakukan itu semua, R kemudian mencoba mempraktekan cooperative report-out method kembali
Siswa langsung melakukan aktifitas tersebut karena sudah hafal dengan aktifitasnya

R dan ET saling membantu agar siswa cepat memahaminya
Siswa diberi waktu 20 menit untuk berdiskusi membuat summary dari teks
Setelah 20 menit mereka mempresentasikan hasil summary dari masing masing group
Siswa sudah mulai terbiasa dengan aktifitas tersebut dan merasa enjoy dalam melakukan tugas tersebut
Pada pertemuan pertama pertama di cycle II hasilnya cukup memuaskan karena siswa sudah terbiasa dan mereka sedikit menghilangkan rasa malu dan ragu ragu

**No : FN. 9**

**Day/Date : Saturday, September 7<sup>th</sup> 2013**

**Time : 06.30**

**Activity : Implementing the Cycle II (Second meeting)**

R datang ke sekolah pukul 06.30
R datang bersama dengan temannya
R masuk ke kelas pukul 07.00 bersama ET dan temannya
R mengucapkan salam dan greeting kepada siswa dengan menggunakan bahasa Inggris
R melakukan kegiatan sama seperti pertemuan pertama tetapi dengan menggunakan teks Report yang berbeda judul
R memberikan sebuah teks kepada siswa dengan judul "Platypus"
Siswa lebih antusias dengan judul teks ini, mereka tertarik ingin tahu apa itu hewan Platypus
R dan siswa menerjemahkan teks ini dan memang benar mereka sangat tertarik dan senang dengan cerita ini. Mereka sangat tertarik karena mereka belum pernah melihat Platypus
Setelah menerjemahkan teks tersebut, R kemudian menggunakan aktivitas barunya untuk meningkatkan lagi speaking siswa di kelas XI IPA



Mereka kembali berdiskusi dan sharing informasi. Mereka diberi waktu 20 menit untuk berdiskusi membuat summary dari teks yang sudah diberikan dengan menggunakan bahasa mereka sendiri.
Mereka diberi kebebasan dalam membuat summary, tetapi tetap memperhatikan grammar
Banyak siswa yang bertanya kepada R karena R memang memberikan fasilitas untuk bertanya jika mengalami kesulitan
Setelah 20 menit, masing masing ketua setiap kelompok berbagi informasi dan mencocokkan hasil kerja masing masing kelompok
Setelah berbagi informasi, setiap kelompok maju kedepan kelas untuk mempresentasikan hasil kelompok masing masing
Pada pertemuan kedua ini siswa sudah paham benar dan menghafal summary yang sudah dibuat, tidak terpacu dengan kertas
Setelah selesai presentasi, R meminta beberapa siswa untuk diwawancarai
R juga menemui guru untuk melakukan wawancara tentang hasil dari cycle II

**No : FN. 10**

**Day/Date : Thursday, September 12<sup>th</sup> 2013**

**Time : 09.00**

**Activity : Spreading the Post-Test**

R datang ke sekolah pada pukul 09.00 dan menemui ET
R membicarakan tentang adanya post-test yang akan diadakan hari itu
ET menyetujuinya dan mendukung adanya post-test tersebut
Post-test dilakukan pada jam pelajaran kelima dan keenam yaitu pada pukul 10.15 sampai 11.00
ET dan R masuk ke kelas pukul 10.15

Kondisi kelas sangat tenang karena mereka sedang belajar beberapa vocabulary yang akan digunakan dalam post-test
ET menjelaskan kepada siswa tentang adanya post-test kemudian ET memberikan kesempatan kepada R untuk menjelaskan post-test tersebut
R menjajikan kepada siswa bahwa R akan memilih group yang paling bagus dan akan diberikan rewards
Siswa semakin antusias dan semangat melakukan aktifitas tersebut
R menjelaskan post-test tersebut dan kemudian siswa melakukan post-test
ET dan R memberi nilai pre-test

**No : FN. 11**

**Day/Date : Saturday, September 14<sup>th</sup> 2013**

**Time : 09.00**

**Activity : Spreading questionnaire**

R datang ke sekolah pukul 09.00
R menemui ET di ruang guru kemudian menjelaskan questionnaire yang akan diberikan kepada siswa setelah adanya penelitian
R meminta ijin kepada ET untuk menyebar questionnaire tersebut dan ET memberikan ijin
R menyebarkan questionnaire tersebut pada pukul 09.15 ketika kelas sudah masuk
R berbincang dengan para siswa dan mengucapkan terimakasih karena telah berpartisipasi dalam aktifitas cooperative report-out method

# **APPENDIX 2**

## **INTERVIEW**

### **TRANSCRIPTS**

# **APPENDIX 14**

# **PHOTOGRAPHS**

## PHOTOGRAPHS



The researcher is giving explanation about the *Cooperative Report-Out Method*.



The students are discussing their task in their own group.



**The researcher is monitoring during the speaking learning process.**



**The researcher, the English teacher, and the students are discussing the narrative text in the *Cooperative Report-Out Method* task.**



**The English teacher is monitoring during the speaking learning process.**



The students are performing their summary of the text in front of the class.



The best group of the *Cooperative Report-Out Method*



The students of grade XI IPA at SMAN 1 Pringsurat Temanggung

# **APPENDIX 15**

## **PERMIT LETTERS**



**HM : Headmaster**

**ET : English Teacher**

**R : Researcher**

**S : Students**

**TU : Tata Usaha**

### **Interview 1**

**The interview was done with the headmaster in pre-action**

**Saturday, April 6<sup>th</sup> 2013**

**HM : Mr. Darmadi**

R : “Selamat pagi pak Darmadi, saya Desika Widrilina dari UNY , bolehkah saya minta waktu sebentar untuk berbicara dengan bapak?”

HM : “Oo ya silahkan, ada yang bisa saya bantu?”

R : “Begini pak, saya sedang menyelesaikan tugas akhir saya, saya berencana untuk melakukan observasi dan penelitian di sekolah ini.”

HM : “Kalau saya sih memperbolehkan saja melakukan penelitian asalkan ada surat resmi dari Universitas.”

R : “Kalau untuk surat sudah saya siapkan dari kampus pak, untuk pertama saya hanya memberikan surat observasi dulu karena saya mau melakukan observasi dulu, untuk surat penelitian menyusul kalau saya mau melakukan penelitian besok pak, begitu..”

HM : “Ya sudah, tapi ini guru Bahasa Inggris yang akan membimbing sudah tahu apa belum? Jenengan sudah hubungi guru yang bersangkutan belum?”

R : “Sudah pak, saya sudah menghubungi bu Prapti, saya juga sudah konsultasi dari beberapa hari yang lalu, bu Prapti sudah menyetujuinya.”

HM : “Ya sudah kalau memang sudah cocok semua, saya kasih ijin.”

R : “Trimakasih pak, oo iya pak, saya juga alumni sini dulu.”

HM : “Tahun berapa?”

- R : “2009 pak”  
 HM : “Begitu, ya sudah sukses untuk anda.”  
 R : “Trimakasih pak”  
 HM : “Sama sama”

## **Interview 2**

**The interview was done with the teacher in pre-action**

**Saturday, April 6<sup>th</sup> 2013**

**ET : Mrs. Prapti**

- R : “Bu Prapti saya tadi sudah bertemu dengan pak Darmadi, pak Darmadi sudah acc ijin observasi saya.”  
 ET : “O ya sudah, baguslah kalau sudah di acc. Saya bantu sebiasa saya.”  
 R : “Iya bu, trimakasih. Bu, saya boleh tanya tanya sebentar tentang siswa?”  
 ET : “O ya boleh, silahkan.”  
 R : “Bu saya ini kan mau meneliti tentang speaking, menurut ibu apakah siswa di kelas itu masih kesulitan dalam berbicara bahasa Inggris tidak?”  
 ET : “O iya mbak, masih banyak sekali kesulitan dan kekurangan mereka dalam speaking.”  
 R : “Kesulitannya sebabnya karena apa bu sebenarnya?”  
 ET : “Karena pertama mereka tidak PD, kemudian mereka tidak punya motivasi, males, cepat menyerah gitu lho. Mereka beranggapan bahwa bahasa Inggris susah dari segi bahasa, vocabulary, pronunciation. Kalau disuruh maju untuk berbicara kadang tidak mau, malu dengan temannya dan saya. Kalau ditanya dalam bahasa Inggris tidak tahu artinya, akhirnya hanya diem dan senyum senyum.”  
 R : “Begitu ya bu, kalau dari segi fasilitas bu, apa sudah memadai?”  
 ET : “Menurut saya belum memadai karena fasilitas masih kurang, laboratorium bahasa suka kurang bagus, speakernya juga kurang bagus, LCD malah belum ada. Hehhe.. Kadang saya juga protes karena anak anak suka kekurangan fasilitas.”

- R : “Iya bu, memang fasilitas sangat penting untuk siswa. “Terus selama ini pembelajaran bahasa Inggris terutama untuk speaking bagaimana bu?”
- ET : “Ya kami hanya menggunakan LKS dan buku buku bahasa Inggris, tapi kami lebih sering menggunakan LKS. Kita juga masih menggunakan fasilitas seadanya dulu.”
- R : “Emmm begitu. Ini kan saya mencoba metode yang saya ambil dari bukunya Barbara J. Millis tentang cooperative report-out method tentang speaking. Metode ini metode yang dilakukan secara kelompok. Ibu pernah mendengar belum atau bahkan sudah pernah menggunakan metode ini belum?”
- ET : “Wah saya malah belum pernah mendengar aktifitas ini mbak, boleh dicobalah mbak kalau ternyata bisa meningkatkan speaking mereka.”
- R : “Iya bu, saya mau mencoba meneliti siswa dengan aktifitas ini. Apakah minggu ini saya sudah bisa melakukan observasi bu?”
- ET : “Iya sudah bisa silahkan mau kapan, ini saya kasih anak kelas XI IPA ya, ini jadwalnya.”
- R : “O iya bu, berarti saya bisa observasi hari Selasa besok ya bu.”
- ET : “Silahkan, berarti masuk kelas dengan saya dan melihat saya mengajar begitu kan?”
- R : “Iya bu benar sekali, ibu ternyata sudah tahu, hehhe.. “
- ET : “Ya sudah, silahkan datang besok hari Selasa jam 12 ya, karena kelas dimulai jam 12.”
- R : “O iya bu, trimakasih ya bu.”

### **Interview 3**

**The interview was done with the students in pre-action**

**Tuesday, July 30<sup>th</sup> 2013**

**S1 and S2 : Jarwati and Rismawanti**

- R : “Siang dek”
- S1, S2 : “Siang miss”
- R : “Mau pulang ya, boleh ganggu sebentar nggak? Hehhe..”

S1, S2 : “Ada apa miss?”

R : “Mau tanya tanya sebentar, boleh nggak? Aku desika dari UNY

S1, S2 : “O ya boleh kok miss, aku Jarwati, and aku Rismawanti ,mau tanya apa miss, jangan yang susah susah ya miss, hehehe..”

R : “Nggak kok, tenang, aja, hehe.. O ya kalian suka nggak sih sama bahasa Inggris? Terutama speakingnya?”

S1 : “Gimana ya miss, suka nggak suka sih sebenere, sedengan.”

S2 : “Iya miss, kadang bahasa Inggris itu susah banget, apalagi kalau lago materi speaking miss, takut and nggak PD kalau disuruh maju.”

R : “Takutnya kenapa?”

S2 : “Takut salah ngomong, takut salah pronunciationnya miss”

S1 : “Yang pasti tu karena malu juga miss sama temen temen, malu kalau salah ntar diketawain.”

R : “Oo gitu ya, dikelas sering ngomong pake bahasa Inggris nggak?”

S1 : “Wah jarang miss, bahkan malah nggak pernah, kalau pake bahasa Inggris malah kadang nggak mudeng artinya.”

S2 : “Iya miss, malah bingung”

R : “Emmmm, berarti kalau guru mengajar nggak pernah pake bahasa Inggris?”

S2 : “Jarang banget miss.”

R : “Kalau bu Prapti gimana ngajarnya? Enak nggak?”

S1 : “Enak kok miss, jelas juga, tapi kadang bu Prapti suka kecepetan ngajarnya, bu Prapti juga jarang ngajar speaking. Jarang ngomong bahasa Inggris.”

S2 : “Iya miss, kebanyakan dijelaskan sama nyatet nyatet terus, agak bosan sih miss.”

R : “Emmm begitu, tapi bu prapti nggak galak kan?”

S1 : “Nggak galak kok miss, baik and sabar.”

R : “O ya kalau materi bahasa Inggris sumbernya apa aja?”

S2 : “Cuma LKS miss, tiap hari kita pake LKS tesrus.”

- R : “Emm gitu ya, kurang nggak kalau buat pelajaran speaking?”
- S1 : “Kurang sebenere miss, tapi mau gimana lagi, manut aja, heheh...”
- R : “Okay deh, segini dulu ya, makasih ya dek, silahkan kalau mau pulang.”
- S1, S2 : “Iya miss, sama sama.”

#### **Interview 4**

**The interview was done with the students in pre-action**

**Tuesday, July 30<sup>th</sup> 2013**

**S1 and S2 : Kholiq Tri Hartono and Indra Kurniawan**

- R : “Siang dek”
- S1, S2 : “Siang miss, miss yang tadi di kelas ya?”
- R : “Iya dek, boleh nanya nanya bentar nggak dek?”
- S2 : “Ooo boleh aja miss, silahkan miss.”
- R : “Kenalan dulu ya, aku Desika dari UNY.”
- S1, S2 : “Aku Kholig, aku Indra miss.”
- R : “O iya, saya kan rencana mau penelitian disini dan penelitian saya tu tentang Inggris? meningkatkan speaking in English, kalau boleh tahu, kalian sebenere suka nggak sih sama bahasa Inggris? Terutama speakingnya.”
- S1 : “Saya sih sebenere suka miss, tapi suka kesulitan kalau ngomong miss soale kan nggak hafal kosakata, terus cara bikin kalimat buat ngomongnya susah miss.”
- S2 : “Iya miss, ngrangaki kata katanya, terus nggak PD yang pasti miss.”
- S1 : “Malu juga miss kalau disuruh maju, jadi motivasi buat ngomong kurang.”
- R : “O gitu, kalau dikelas sering ngomong pake bahasa Inggris nggak?”
- S2 : “Jarang miss, malah nggak pernah soale kan jarang ada pelajaran speaking.”
- S1 : “Iya miss, adanya dijelasin, nyatet, terus ngerjain tugas di LKS.”
- R : “Kalau bu Prapti gimana ngajarnya?”
- S2 : “Ya enak miss, tapi bosan miss kalau cuma gitu gitu terus.”

- R : “Emmm, begitu ya, pengennya terus gimana?”
- S1 : “Pengennya ya pake sesuatu yang baru gitu lho miss, biar kita nggak bosan.”
- R : “Okay, kalau materi Cuma dari LKS ya?”
- S1, S2 : “Iya miss”
- R : “Okay, gini dulu aja, maksih ya udah mau ngobrol ngobrol, hehhe..”
- S1, S2 : “Iya miss, sama sama.”

## **Interview 5**

**The interview was done with the teacher in pre-action**

**Wednesday, August 21<sup>th</sup> 2013**

**ET : Mrs. Prapti**

**TU : Mrs. Pri**

R : “Selamat pagi bu?”

ET : “Pagi mbak, gimana?”

R : “Ini bu saya sudah dapat suratnya dari KESBANGPOLINMAS Temanggung,

ET : “O ya langsung masukkan ke TU saja mbak, nantidari TU diajukan ke kepala sekolah.”

R : “O iya bu”

*(Menuju ke TU)*

R : “Permisi bu, saya Desika yang mau penelitian disini, ini saya sudah bawa suratnya dari KESNBANGPOLINMAS Temanggung bu.”

TU : “O iya, sini saya liat dulu.”

R : “O iya bu, silahkan”

TU : “Ini saya ajukan dulu ya ke pak kepala, jenengan nunggu dulu, nggak papa ya?”

R : “Iya bu, nggak papa kok.”

*(Menunggu beberapa saat)*

TU : “Mbak ini saya dari pak kepala, sudah acc kok mbak, silahkan mbak bisa memulai penelitian kapan saja, tinggal menghubungi guru yang bersangkutan.”

- R : “Alhamdullilah, makasih ya bu Pri.”
- TU : “Iya sama sama.”
- R : “Bu prapti surat saya sudah di acc bu.”
- ET : “O iya baguslah. Kapan mau mulai penelitian?”
- R : “Mulai minggu depan bagaimana bu, hari Senin saya mulai dengan pemberian Pre-test.’
- ET : “Ya sudah tidak papa, Senin minggu depan ya.”
- R : “Iya bu, makasih ya bu. Mohon bantuannya.”
- ET : “Iya saya pasti bantu.”

### **Interview 6**

**The interview was done with the students after cycle I done**

**Saturday, August 31<sup>st</sup> 2013**

**S1 and S2 : Riki Diah Astuti and Lindarti**

- R : ”Bagaimana teksnya? Mudah kan?”
- S1 : ”Susah miss, nanti pas maju, kertasnya boleh dibawa kan?”
- R : ”Ya, tapi nggak semua dibaca lho, harus dihafalkan tadi kan sudah diberi contoh.”
- S1 : ”Iya miss, ini lagi nyoba ngafalin.”
- R : ”Bagaimana dengan dek Lindarti? Mudah kan teksnya?”
- S2 : ”Lumayan miss, tapi aku agak susah ngafalinnya.”
- R : ”Nggak apa apa, coba dihafalkan dulu.”
- S1, S2 : “Iya miss”

### **Interview 7**

**The interview was done with the students after cycle I done**

**Saturday, August 31<sup>st</sup> 2013**

**S : Lu’lu’I Khafitah**

- R : “Pagi dek.”
- S : “Pagi miss”
- R : “Boleh nanya nanya sebentar nggak?”
- S : “Boleh miss, silahkan.”
- R : “Ini lho dek tentang pelajaran tadi gimana menurut adek, ada yang beda nggak?”
- S : “Iya miss, tadi miss ngomongnya pake bahasa Inggris terus e miss.”
- R : “Terus kamu ngerti nggak kalo miss ngomong pake bahasa Inggris?” mudeng nggak sama pelajarannya?”
- S : “Ya lumayan miss, tapi banyak kata kata yang nggak dimengerti miss, masih susah mengartikannya. Tapi sedikit ada yang bisa dipahami miss”.
- R : “Emm, nggak ngerti artinya apa gimana dek?”
- S : “Iya miss, banyak kata kata yang belum pernah didenger, jadi nggak ngerti”.
- R : “Owh, kalo nggak ngerti terus adek gimana?”
- S : “Ya kadang tanya sama temen, kalo nggak ya diem aja, kalo nggak ya ikut ikutan temen aja,heeee...
- R : “Emm gitu ya, ya udah makasih ya dek.”
- S : “Iya sama sama”

### **Interview 8**

**The interview was done with the students after cycle I done**

**Saturday, August 31<sup>st</sup> 2013**

**S1 and S2 : Resa Sean and Hana Fikki Hermawan**

- R : “Pagi adek adek”
- S1, S2 : “Pagi miss”
- R : “Boleh nanya nanya sebentar nggak?”
- S1, S2 : “Boleh miss, mau nanya nanya apa miss?”



- R : "Ini lho dek tentang pelajaran tadi. Menurut kalian gimana, ada yang beda nggak?"
- S1 : "Iya miss, beda banget, banyakan pake bahasa Inggris".
- S2 : "Iya miss, bingung saya"
- R : "Bingung gimana dek? tapi paham kan sama materi tadi?"
- S1 : "Lumayan miss, masih lumayan tapi miss, belum paham sepenuhnya, hee...."
- S2 : "Lumayan paham kok miss, kosakatanya jadi nambah sama pengucapannya jadi benar".
- R : "Terus apalagi?"
- S2 : "Materinya menarik miss, bisa menambah kosakata juga".
- R : "Emm, ya berarti malah bagus kan dek, jadi nambah koleksi kosakata adek adek".
- S2 : "Iya miss, jadi berguna banget ini kamusnya, buat nyari kata kata, tadinya suka dianggurin miss, hehe...."
- R : "Gitu ya, ya udah berarti sekarang jangan dianggurin lagi ya kamusnya."
- S1 : "Iya miss"
- R : "Okay, makasih ya, see you."
- S1, S2 : " Sama sama, see you."

## **Interview 9**

**The interview was done with the students after cycle I done**

**Saturday, August 31<sup>st</sup> 2013**

**ET : Mrs. Prapti**

- R : "Bu prapti, saya mau tanya tanya, boleh?"
- ET : "Iya boleh, silahkan,"
- R : "Mengenai pembelajaran pada siklus pertama lho Bu, menurut pendapat ibu gimana? Apakah sudah berhasil?"

- ET : "Sebenarnya saya sudah pernah pake bahasa Inggris di kelas mbak, tapi tidak full pake bahasa Inggris, jadi kadang-kadang saya campur pakai bahasa Indonesia mbak, soalnya masih banyak siswa yang kadang nggak tau artinya. Kadang mereka Cuma diem aja kalo diperintah, soalnya mereka nggak tau artinya."
- R : "Gitu ya Bu, menurut ibu apa ada kesulitan jika memakai classroom English di kelas?"
- ET : "Oh ya pasti ada mbak, kita kan tau kalo mereka mungkin tidak terbiasa mendengar kata-kata tertentu dalam bahasa Inggris. Kadang saya harus mengulang beberapa kali untuk membuat mereka mengerti apa yang saya ucapkan."
- R : "Lalu bagaimana cara ibu mengatasi siswa yang tidak mengerti instruksi dan penjelasan ibu?"
- ET : "Kadang saya harus memperagakan apa yang saya perintahkan supaya mereka mengerti dan akhirnya melakukan perintah saya."
- R : "Gimana menurut pendapat ibu tentang manfaat classroom English?"
- ET : "Banyak mbak, siswa jadi terbiasa enga kata-kata bahasa Inggris, mereka jadi tau cara pengucapan yang benar juga."
- R : "Baiklah bu, saya berusaha buat pake classroom English terus."
- ET : "Iya nggak papa, malah bagus kok."
- R : "O iya bu, bagaimana menurut pendapat ibu tentang Cooperative Report-Out Method yang telah dilaksanakan hari ini Bu?"
- ET : "Untuk pertemuan pertama tadi, sepertinya masih banyak siswa yang agak bingung dengan aturan-aturan cooperative report-out method. Memang ini sepertinya ribet karena siswa harus berpindah tempat untuk mencari informasi kan."
- R : "Menurut ibu kekurangan apa yang harus diperbaiki dari pelaksanaan hari

ini?”

ET : ”Mungkin peraturan tentang aktifitas ini harus lebih diperjelas, biar para siswa tidak bingung, terus pengaturan waktu juga harus efektif.

R : ”Emmm, iya Bu. Terus kelebihanannya menurut ibu apa aja ya?”

ET : ”Siswa jadi lebih aktif, melatih kerjasama juga dengan teman yang lain, bisa bertykar pikiran dengan yang lain juga. Materinya juga tersampaikan karena mereka bertanggung jawab buat menguasainya.”

R : ”Ya sudah bu, makasih bu Prapti.”

ET : ”Sama sama”

## **Interview 10**

**The interview was done with the students after cycle I done**

**Saturday, August 31<sup>st</sup> 2013**

**S1 and S2 : Muhammad Wahyu Nugroho and Nafida Retno Fibrianti**

R : ”Pagi adek adek, boleh nanya nanya bentar nggak?”

S1, S2 : ”Boleh miss, silahkan.”

R : ”Gimana tadi aktifitasnya, udah pernah melakukan aktifitas itu sebelumnya belum?

S2 : ”Belum pernah miss, baru kali ini.”

R : ”Gitu ya dek, terus pendapat kalian tentang aktivitas yang baru ini lho, Cooperative Report-Out Method itu, menurut kalian gimana?”

S1 : ”Lumayan asik sih miss, seneng juga.”

S2 : ”Iya miss, persis sama diskusi tapi lebih menarik, sama agak beda ya miss, ada kayak inovasi gitu, heehe...”

R : ”menarik gimana dek?”

S1 : ”Soalnya bisa kerjasama sama temen temen miss.”

R : ”Sebelumnya pernah pake Cooperative Report-out method belum?”

S1 : ”Belum pernah miss. Ini pertama kalinya.”

- S2 : "Iya miss, nggak pernah, paling Cuma diskusi biasa aja."
- R : "Oh gitu, menurut kalian ada kesulitan nggak?"
- S1 : "Awalnya sih iya miss, nggak mudeng sama aturannya, tapi lama-lama biasa kok."
- R : "Okay, baguslah. Ya sudah, makasih ya."
- S1, S2 : "Iya miss, you are welcome, hehehe..."

### **Interview 11**

**The interview was done with the students after cycle I done**

**Monday, September 2<sup>nd</sup> 2013**

- S : Puji Astuti**
- R : "Permisi dek, mau Tanya-tanya sebentar, boleh ya? Menurutmu bagaimana pelajarannya tadi?"
- S : "Lumayan asyik miss pelajarannya. Aku jadi cepet paham sama materinya."
- R : "Kok bisa?"
- S : "Ya kan pakai cooperative report-out method tadi, jadi menyenangkan. Nggak ngebosenin."
- R : "Oooo gitu, kalo teman yang lain gimana tadi?"
- S : "Ya kayaknya mereka juga suka, nggak kayak biasanya, disuruh maju aja susah."
- R : "Sipp lah kalo gitu, makasih yaa."
- S : "Sama sama miss, besok kayak gini lagi aja ya miss..hehhe..."
- R : "Okay deh.."

### **Interview 12**

**The interview was done with the students after cycle I done**

**Monday, September 2<sup>nd</sup> 2013**

**S : Taofik Ikbal Kurniawan**

R : "Gimana cooperative report-out method tadi?"

S : "Lumayan asyik miss. Kita langsung bisa menerapkannya didepan kelas."

R : "Jadi berani?"

S : "Iya miss, kan mau nggak mau kita harus tetep maju. Akhirnya kebiasaa. Asyik e miss kalo pake cooperative report-out method."

R : "Good"

### **Interview 13**

**The interview was done with the students after cycle I done**

**Monday, September 2<sup>nd</sup> 2013**

**S : Asti Yuliananingrum**

R : "Siang dek, bisa ganggu sebentar?"

S : "Ya miss"

R : "Gini, menurut kamu gimana aktifitas tadi?"

S : "Wah asyik miss."

R : "Kenapa kok merasa asyik dek?"

S : "Soalnya cooperative report-out methodnya seru miss, bisa saingan sama kelompok yang laen."

R : "Tapi tadi ngrasa PD nggak pas diminta maju?"

S : "Pertamanya nggak miss, tapi lama-lama ya PD, soale kita bareng-bareng sama temen."

R : "Okay, kalau gitu, makasih"

S : "Sama sama miss"

### **Interview 14**

**The interview was done with the students after cycle I done**

**Monday, September 2<sup>nd</sup> 2013**

**ET : Mrs. Prapti**

R : “Permisi, bu, saya mau tanya?”

ET : “Silahkan”

R : ”Menurut ibu bagaimana pelaksanaan cooperative report-out method nya hari ini?

ET : ”Gini mbak, siswa kelas XI IPA ini biasanya tidak terlalu aktif, tapi tadi saya liat dengan menggunakan cooperative report-out method anak-anaknya jadi pada mau maju.

R : “Berarti aktifitas ini sudah cukup berhasil ya bu pada Cycle I ini?”

ET : “Iya sudah rumayan, ditingkatkan terus saja mbak biar siswa lebih aktif dalam speaking.”

R : “Iya bu, makasih’

ET : “Sama sama”

### **Interview 15**

**The interview was done with the students after cycle II done**

**Wednesday, September 4<sup>th</sup> 2013**

**S1 and S2 : Renita and Suci Aprilia**

R : ”Siang dek, bisa Tanya-tanya sebentar nggak?”

S : ”Iya miss, mau Tanya apa?”

R : ”Tadi paham nggak sama apa yang diomongin tadi? Paham nggak sama perintah perintanhnya?”

S1 : ”Udah lumayan banyak yang ngerti sih miss kata-katanya, misalnya kalo miss bertannya, kita udah maksud yang ditanyakan.”

R : "Oh gitu ya, menurutmu bermanfaat nggak kalo gurunya selalu pake bahasa Inggris?"

S2 : "Pasti miss, kita kan jadi terbiasa dengan kata-kata dalam bahasa Inggris, jadi nggak bingung gitu miss."

R : "Berarti sudah cukup meningkat y?"

S1, S2 : "Iya miss"

R : "Okay, trimakasih"

S1, S2 : "Sama sama miss"

### **Interview 16**

**The interview was done with the students after cycle II done**

**Saturday, September 7<sup>th</sup> 2013**

**S : Titik Ernawati**

R : "Gimana cooperative report-out methodnya tadi?"

S : "Heheh.. bikin tegang miss."

R : "Lha kenapa kok tegang?"

S : "Nunggu giliran miss. Khan tadi deg-degan nunggu giliranku."

R : "Oh.. tadi mudah nggak?"

S : "Mudah miss, kita jadi tahu informasi apa yang diomongin sama temen temen. Hehe.."

R : "Baguslah, makasih ya."

S : "Sama sama miss"

### **Interview 17**

**The interview was done with the students after cycle II done**

**Saturday, September 7<sup>th</sup> 2013**

**S : Faiq Adi Nugroho**

- R : "Menurutmu, gimana aktifitas tadi?"
- S : "Asyik miss, tapi sempet nggak mudeng gimana jawabnya, tapi setelah lihat temen temen jawab, jadi mudeng miss."
- R : "Apa yang kamu dapat dari aktifitas tadi?"
- S : "Cara bikin summary dari teks."
- R : "Berarti udah mudeng to?"
- S : "Iya miss."
- R : "Okay, baguslah, makasih"
- S : "Sama sama miss"

### **Interview 18**

**The interview was done with the students after the questionnaire done**

**Monday, September 16<sup>th</sup> 2013**

**S1 and S2 : Siti Ulfaza'in and Ayu Oktaviani Azizah**

- R : "Siang adek adek, boleh tanya tanya sebentar ya?"
- S1, S2 : "Boleh, boleh miss, tanya apa miss?"
- R : "O ya ini dari hasil questionnaire kalian banyak yang menjawab suka dengan Cooperative Report-Out Method? Kenapa kok bisa suka?"
- S1 : "Yang pasti asyik miss, kita tu bisa bareng bareng ngerjainnya."
- S2 : "Kita juga jadi nggak malu soale kerja bareng."
- R : "Speaking skill nya meningkat nggak?"
- S2 : "Iya miss meningkat karena kita kan jadi PD miss maju kedepan kelas."
- S1 : "Kita juga tambah vocabulary, pronunciationnya juga lebih bagus, kita juga punya motivasi buat berbicara didepan kelas miss."
- R : "Berarti berhasil ya aktifitas ini."
- S1 : "Iya miss, miss ngajar terus aja disini. Heheh"
- S2 : "Iya miss, heheh"



R : “Ya besok kalau ada rezeky disini,hehhe”

S1, S2 : “Aminn”

R : “Okay trimakasih ya atas kerjasama dan partisipasinya selama saya penelitian.”

S1, S2 : “Iya miss, sama sama”

# **APPENDIX 3**

## **OBSERVATION SHEET**

### The Summary of Observation Checklist

No	Observation Items	Observations Score				
		0	1	2	3	4
<b>I</b>	<b>The Teaching and Learning Process</b>					
<b>A</b>	<b>Pre-Teaching</b>					
	- The teacher greets the students				v	
	- The students respond to the greeting				v	
	- The teacher asks the students condition				v	
	- The students tell their condition to the teacher				v	
	- The teacher calls the roll			v		
	- The teacher outline the materials			v		
	- The teacher explains the goal of teaching and learning		v			
<b>B</b>	<b>Whilst-Teaching</b>					
	- The teacher act out the dialogue			v		
	- The teacher presents a sample dialogue				v	
	- The teacher helps the students' pronunciation		v			
	- The teacher explains and discusses the language feature in dialogue			v		
	- The students fill in incomplete dialogue			v		
	- The students work in pairs to practice the dialogue				v	
	- The students make a new dialogue			v		
	- The students act out the dialogue			v		
	- The students identify the expression used in the dialogue			v		
	- The teacher give changes to the students for asking questions				v	
	- The teacher checks the students' understanding				v	
	- The teacher gives enough time to the students to arrange their seat/ to move in group				v	
	- The students cooperative well in groups			v		
	- The students use dictionary to help them		v			
	- The students offer themselves to be the volunteer		v			
<b>C</b>	<b>Post-Teaching</b>					
	- The teacher summarize and reflects the lesson				v	
	- The students reflect their learning			v		
	- The teacher previews on the upcoming materials				v	
	- The teacher gives rewards and motivate the students		v			

	to participate more in the next meeting					
<b>D</b>	<b>Class Situation</b>					
	- Students' enthusiasm/ motivation			<b>v</b>		
	- Students' involvement			<b>v</b>		
	- Time allocation				<b>v</b>	
	- The use of media			<b>v</b>		
	- The teacher's instructions				<b>v</b>	

**0: Not applicable**

**1: unsatisfactory**

**2: average**

**3: above average**

**4: excellent**

# **APPENDIX 4**

## **PRE-TEST**

Cycle	Standard of Competence	Basic Competence	Topic	Indicators	The Steps of Teaching	Functional Text	Language Features	Key Vocabulary	Example of Expression
1 (1, 2, 3 meetings)	Expressing meaning of short functional text and monologue in the form of report, narrative and analytical exposition in the context of daily life	Expressing meaning of simple monologue using spoken language.	Animals	Students are able to : <ul style="list-style-type: none"> <li>- Use simple past sentences in expressing narrative text.</li> <li>- Perform a monologue narrative text.</li> <li>- Cooperate in the discussion.</li> <li>- Reveal the results that have been discussed.</li> </ul>	1. Presentation <ul style="list-style-type: none"> <li>- The teacher shows a narrative text and discussed together with the students.</li> <li>- Teacher presents how to implement the Cooperative Report this Out Method.</li> </ul> 2. Practice <ul style="list-style-type: none"> <li>- The Students discuss the narrative text</li> <li>- The Students make a summary of the narrative text</li> <li>- Students are given 30 minutes to make a summary</li> </ul> 3. Production <ul style="list-style-type: none"> <li>- Each group should present the results summary of the narrative text in front of the class.</li> </ul>	Narrative Text	- Specific time: once upon a time, once, one day, one afternoon - Simple past tense: (+) S + V2 (-) S + did not + V1 (?) Did + S + V1	- A dove and a black ant - the bull and a little fly	Once upon a time there was a man who liked hunting very much. He often went to the forest to hunt any animal he met....
2 (4, 5, 6 meetings)	Expressing meaning of short functional text and monologue in the form of report, narrative and analytical exposition in the context of	Expressing meaning of simple monologue using spoken language.	Geography and animal	Students are able to : <ul style="list-style-type: none"> <li>- Use simple present sentences in expressing reports text.</li> <li>- Perform a monologue report text.</li> <li>- Cooperate in the discussion.</li> </ul>	1. Presentation <ul style="list-style-type: none"> <li>- The teacher shows a report text and discussed together with the students.</li> <li>- Teacher presents how to implement the Cooperative Report this Out Method.</li> </ul> 2. Practice	Report Text	- Introducing group or general aspect - Using conditional logical connection; when, so, etc. - Using simple present tense	- Types of Volcanic Eruptions - an odd wanting animal - An elephant	An elephant is that the largest and strongest of all animals. It's an odd wanting animal that it's thick legs, vast sides and backs, massive hanging ears, a tiny low tail,

	daily life			<ul style="list-style-type: none"> <li>- Reveal the results that have been discussed.</li> </ul>	<ul style="list-style-type: none"> <li>- The Students discuss the report text.</li> <li>- The Students make a summary of the report text.</li> <li>- Students are given 30 minutes to make a summary</li> </ul> <p>3. Production</p> <ul style="list-style-type: none"> <li>- Each group should present the results summary of the report text in front of the class.</li> </ul>				<p>very little eyes, long white tusks and specially, elephant includes a long nose, the trunk.....</p>
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## PRE -TEST

**Read the narrative text bellow and then do Cooperative Report-Out Method!**

### **1. Text of The Bull and the Little fly**



*The Bull and the Little fly*

There was once a little fly that thought he was very important. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to fly down to talk to him.

The little fly flew down and buzzed around the bull's head. The bull did not bother with him. He went on chewing grass. The fly then buzzed right inside the bull's ear. The bull continued chewing grass.

Now the fly decided to land on one of the bull's horn to make the bull notice him. He waited for the bull to say something, but the bull kept quiet.

The fly then shouted angrily, "Oh bull, if you find that I am too heavy for you, let me know and I'll fly away".

The bull laughed and said, "Little fly, I don't care if you stay or leave. You are so tiny that your weight does not make any difference to me, so please be quiet and leave me alone!"



# **APPENDIX 5**

## **POST-TEST**

## POST-TEST

**Read the report text bellow and then perform the result in front of the class!**

### **1. Text of An Elephant**

#### **An Elephant**

An elephant is that the largest and strongest of all animals. It's an odd wanting animal that it's thick legs, vast sides and backs, massive hanging ears, a tiny low tail, very little eyes, long white tusks and specially, elephant includes a long nose, the trunk. Associate degree elephant is usually seen in a very facility, its arduous found in it natural home ground.

The trunk is that the elephant's peculiar feature. This trunk has numerous usages. The elephant attracts up water by its trunk and might squirt the water everywhere its body sort of a shower tub. The elephant's trunk conjointly elevates leaves and places them into its mouth. In fact, the trunk serves the elephant as long arm and hand. Associate degree elephant appearance terribly clumsy associate degreeed serious and nevertheless an elephant will move terribly quickly.

The elephant is incredibly intelligent animal. Its intelligence combined with its nice strength makes associate degree elephant a really helpful servant to man. Elephant will be trained to serve in numerous ways in which like carry serious masses, search for tigers and even fight. Associate degree elephant is absolutely a wise animal.



# **APPENDIX 6**

## **SYLLABUS**

## SILABUS PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris  
 Kelas / Semester : XI / 1  
 Nama Sekolah : SMA Negeri 1 Pringsurat Temanggung  
 Tahun Pelajaran : 2012/ 2013

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan /Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu	Sumber Belajar
<b>Mendengarkan</b> 1. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut ( <i>sustained</i> ) dalam konteks kehidupan sehari-hari	1.1 Merespon makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan berlanjut ( <i>sustained</i> ) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas	– <b>Mengungkapkan Pendapat</b> <i>Miss A: I think this is great</i> <i>B: I think so too</i>	✓ Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	✓ Percaya diri (keteguhan hati, optimis). ✓ Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). ✓ Pengambil resiko (suka tantangan, mampu memimpin) ✓ Orientasi ke masa depan (punya perspektif untuk masa depan)	✓ Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan pendapat/ rasa puas dan tidak puas beserta responnya. ✓ Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal ✓ Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok	✓ Mengidentifikasi kata yang didengar ✓ Mengidentifikasi makna kata ✓ Mengidentifikasi hubungan antar pembicara ✓ Mengidentifikasi makna tindak tutur menyampaikan pendapat ✓ Merespon tindak tutur menyampaikan pendapat	Tertulis  (PG dan Uraian)  Quiz  Tugas	1 x 45  1 x 45  4 x 45	<a href="http://www.englishdaily626.com">www.englishdaily626.com</a> <a href="http://www.Esl-lab.com">www.Esl-lab.com</a> <u>Look Ahead 2</u> Kaset CD
		– <b>Meminta pendapat</b> <i>Miss A: What do you think about it?</i> <i>B: I think it's a good idea</i>				✓ Mengidentifikasi makna tindak tutur menyampaikan pendapat ✓ Merespon tindak tutur menyampaikan pendapat			
		– <b>Menyatakan Puas</b> <i>Miss A: I can't think of anything better.</i> <i>B: Thank you for your compliment, Sir</i>				✓ Mengidentifikasi makna tindak tutur menyatakan puas ✓ Merespon tindak tutur menyatakan puas			
		– <b>Menyatakan Tidak Puas</b> <i>Miss A: I'm not</i>				✓ Mengidentifikasi makna tindak tutur menyatakan tidak puas ✓ Merespon tindak tutur menyatakan			

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan /Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu	Sumber Belajar
		<p><i>happy about it</i></p> <p><i>B : Please give me a second chance, Sir.</i></p>				<p>tidak puas</p> <p>✓ Mengidentifikasi konteks situasi</p>			
	1.2 Merespon makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan berlanjut ( <i>sustained</i> ) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan <i>relief</i> , <i>pain</i> , dan <i>pleasure</i>	<p>– <b>Menasehati</b> <i>Miss A: You'd better do it now.</i> <i>B: I will.</i></p> <p>– <b>Memperingatkan</b> <i>Miss A: Don't forget to bring the food with you.</i> <i>B : I won't</i></p> <p>– <b>Menyatakan Perasaan:</b> <b>-Relief</b> <i>Miss A: I feel so relieved</i> <i>B : I can see that</i> <b>-Pain</b> <i>Miss A: Ouch. It hurts so much.</i> <i>B : Oh, you poor thing.</i> <b>-Pleasure</b> <i>Mis A : I'm so pleased</i> <i>B : I'm glad you like it.</i></p>	<p>✓ Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</p>	<p>✓ Percaya diri (keteguhan hati, optimis).</p> <p>✓ Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</p> <p>✓ Pengambil resiko (suka tantangan, mampu memimpin)</p> <p>✓ Orientasi ke masa depan (punya perspektif untuk masa depan)</p>	<p>✓ Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menasehati /memperingatkan/meluluskan permintaan dan menyatakan perasaan beserta responnya secara kelompok.</p> <p>✓ Mendengarkan percakapan transaksional /interpersonal melalui tape secara klasikal</p>	<p>✓ Mengidentifikasi makna tindak tutur menasehati</p> <p>✓ Merespon tindak tutur menasehati</p> <p>✓ Mengidentifikasi makna tindak tutur memperingatkan</p> <p>✓ Merespon tindak tutur memperingatkan</p> <p>✓ Mengidentifikasi makna tindak tutur meluluskan permintaan</p> <p>✓ Merespon tindak tutur meluluskan permintaan</p> <p>✓ Mengidentifikasi makna tindak tutur menyatakan perasaan</p> <p>✓ Merespon tindak tutur menyatakan perasaan</p>	<p>Tertulis</p> <p>(PG dan Uraian)</p> <p>Quiz</p> <p>Tugas</p>		<p><a href="http://www.englishdaily626.com">www.englishdaily626.com</a></p> <p><a href="http://www.Esl-lab.com">www.Esl-lab.com</a></p> <p>Kaset CD Foto/ Poster Gambar <u>Look Ahead 2</u></p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan /Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu	Sumber Belajar
2. Memahami makna teks fungsional pendek dan monolog berbentuk <i>reports</i> , <i>narrative</i> , dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari	2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari	✓ <b>Responding to instructions</b>  ✓ <b>Teks fungsional pendek lisan</b>	✓ Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	✓ Percaya diri (keteguhan hati, optimis). ✓ Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). ✓ Pengambil resiko (suka tantangan, mampu memimpin) ✓ Orientasi ke masa depan (punya perspektif untuk masa depan)	✓ Mendengarkan undangan rapat yang disampaikan secara lisan melalui tape secara klasikal. ✓ Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok	✓ □ Mengidentifikasi topik sebuah teks fungsional pendek yang didengar ✓ Mengidentifikasi informasi tertentu dari teks fungsional pendek yang didengar ✓ Mengidentifikasi tujuan komunikasi teks fungsional pendek yang didengar.	Tertulis  (PG dan Uraian)  Quiz  Tugas	2 x45  2 x45	<a href="http://www.englishdaily626.com">www.englishdaily626.com</a>  <a href="http://www.Esl-lab.com">www.Esl-lab.com</a>  Kaset CD Foto/ Poster Gambar LCD <u>Look Ahead 2</u>
	2.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report</i> , <i>narrative</i> ,	✓ <b>Teks lisan berbentuk report</b> ✓ <b>Teks lisan berbentuk narrative</b> ✓ <b>Teks lisan berbentuk analytical exposition</b>	✓ Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai	✓ Percaya diri (keteguhan hati, optimis). ✓ Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). ✓ Pengambil resiko (suka tantangan,	✓ Mendengarkan sebuah cerita/laporan /exposisi secara klasikal. ✓ Mendiskusikan isi teks yang didengar secara berpasangan. ✓ Mendiskusikan bentuk bahasa	✓ Mengidentifikasi <i>main idea</i> dari teks report yang didengar ✓ Mengidentifikasi tokoh dari cerita yang didengar ✓ Mengidentifikasi kejadian dalam teks yang didengar ✓ Mengidentifikasi ciri-ciri dari	Tertulis  (PG dan Uraian)  Tugas	1 x 45  1 x 45  1 x 45	<a href="http://www.englishdaily626.com">www.englishdaily626.com</a>  <a href="http://www.Esl-lab.com">www.Esl-lab.com</a>  Kaset CD Foto/ Poster Gambar

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan /Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu	Sumber Belajar
	dan <i>analytical exposition</i>		prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	mampu memimpin) ✓ Orientasi ke masa depan (punya perspektif untuk masa depan)	lisan berdasarkan teks yang didengar secara kelompok.	benda/orang yang dilaporkan ✓ Mengidentifikasi kasus yang didengar ✓ Mengidentifikasi argumen yang didengar		1 x 45	
<b>Berbicara</b> <b>3.</b> Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut ( <i>sustained</i> ) dalam konteks kehidupan sehari-hari	3.1 Mengungkap-kan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan berlanjut ( <i>sustained</i> ) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak	✓ <b>Using expressions of making, accepting and declining an invitation</b>	✓ Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	✓ Percaya diri (keteguhan hati, optimis). ✓ Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). ✓ Pengambil resiko (suka tantangan, mampu memimpin) ✓ Orientasi ke masa depan (punya perspektif untuk masa depan)	Bermain peran secara Berkelompok	✓ Menggunakan tindak tutur menyampaikan pendapat ✓ Merespon tindak tutur menyampaikan pendapat ✓ Menggunakan tindak tutur meminta pendapat ✓ Merespon tindak tutur meminta pendapat ✓ Menggunakan tindak tutur menyatakan puas ✓ Merespon tindak tutur menyatakan puas	Tugas  Performans	6 x 45	<a href="http://www.englishdaily626.com">www.englishdaily626.com</a>  <a href="http://www.Esl-lab.com">www.Esl-lab.com</a>  Kaset CD Foto/ Poster Gambar LCD

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan /Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu	Sumber Belajar
	puas								
	3.2 Mengungkap-kan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan berlanjut ( <i>sustained</i> ) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan <i>relief</i> , <i>pain</i> , dan <i>pleasure</i>		<ul style="list-style-type: none"> <li>✓ Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</li> </ul>	<ul style="list-style-type: none"> <li>✓ Percaya diri (keteguhan hati, optimis).</li> <li>✓ Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>✓ Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>✓ Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Mmendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok</li> </ul>	<ul style="list-style-type: none"> <li>✓ Menggunakan tindak tutur menasehati</li> <li>✓ Merespon tindak tutur menasehati</li> <li>✓ Menggunakan tindak tutur memperingatkan</li> <li>✓ Merespon tindak tutur memperingatkan</li> <li>✓ Menggunakan tindak tutur meluluskan permintaan</li> <li>✓ Merespon tindak tutur meluluskan permintaan</li> <li>✓ Menggunakan tindak tutur menyatakan perasaan.</li> <li>✓ Merespon tindak tutur menyatakan perasaan</li> </ul>	Tugas  Performans	4 x 45  4 x 45	Developing English Competencies for Grade XI Senior High School (SMA/MA)  Kaset/ CD LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet (www.englishdaily626.com)



Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan /Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu	Sumber Belajar
4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk <i>report, narrative</i> dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari	4.1 Mengungkap-kan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari	✓ <b>Teks fungsional pendek lisan (undangan lisan)</b>	✓ Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar	✓ Percaya diri (keteguhan hati, optimis). ✓ Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). ✓ Pengambil resiko (suka tantangan, mampu memimpin) ✓ Orientasi ke masa depan (punya	✓ Mmenyampaika n undangan lisan secara individu di depan kelas	✓ Mmenggunakan bahasa lisan dalam menyampaikan teks fungsional pendek	Performans	2 x 45	Developing English Competencies for Grade XI Senior High School (SMA/MA)  Kaset/ CD LCD & power point Foto/ Poster Gambar Koran berbahasa Inggris

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan /Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu	Sumber Belajar
			membaca, peduli lingkungan, peduli sosial, tanggung jawab	perspektif untuk masa depan)					Majalah Internet (www.englishdaily626.com)
	4.2 Mengungkap-kan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report, narrative, dan analytical exposition</i>	<ul style="list-style-type: none"> <li>✓ <b>Teks lisan berbentuk report</b></li> <li>✓ <b>Teks lisan berbentuk narrative</b></li> <li>✓ <b>Teks lisan berbentuk analytical exposition</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</li> </ul>	<ul style="list-style-type: none"> <li>✓ Percaya diri (keteguhan hati, optimis).</li> <li>✓ Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>✓ Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>✓ Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Melakukan case <i>building</i> berdasarkan kelompok pro dan kontra.</li> <li>✓ Melakukan diskusi secara berkelompok dengan tema permasalahan daerah setempat.</li> </ul>	<ul style="list-style-type: none"> <li>✓ □ Menggunakan kalimat simple present dalam menyampaikan report</li> <li>✓ Melakukan monolog berbentuk <i>narrative</i></li> <li>✓ Melakukan monolog berbentuk <i>analytical exposition</i></li> <li>✓ Melakukan debat</li> </ul>	Unjuk kerja	4 x 45  4 x 45	Developing English Competencies for Grade XI Senior High School (SMA/MA)          Kaset/ CD LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet (www.englishdaily626.com)
<b>Membaca</b> <b>5.</b> Memahami makna teks fungsional pendek dan esei berbentuk <i>report, narrative dan analytical exposition</i> dalam	5.1 Merespon makna dalam teks fungsional pendek (misalnya <i>banner, poster, pamphlet</i> , dll.) resmi dan tak resmi yang	<ul style="list-style-type: none"> <li>✓ <b>Banner</b></li> <li>✓ <b>Poster</b></li> <li>✓ <b>pamphlet</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat</li> </ul>	<ul style="list-style-type: none"> <li>✓ Percaya diri (keteguhan hati, optimis).</li> <li>✓ Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Membaca nyaring bermakna teks berita/deskripsi/naratif secara individu</li> <li>✓ Mendiskusikan berbagai aspek dari teks seperti</li> </ul>	<ul style="list-style-type: none"> <li>✓ Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar</li> <li>✓ Mengidentifikasi topik dari teks yang</li> </ul>	Performans          Tertulis	1 x 45       1 x 45	Developing English Competencies for Grade XI Senior High School (SMA/MA)

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan /Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu	Sumber Belajar
konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari		kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	<ul style="list-style-type: none"> <li>✓ Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>✓ Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	isi, struktur teks, secara berkelompok. ✓ Berlatih menggunakan kalimat <i>simple present</i> untuk menyatakan fakta dan kalimat pasif untuk menyatakan inti berita	dibaca ✓ Mengidentifikasi informasi tertentu dari teks fungsional pendek	(PG dan Uraian)	1 x 45	English Modules Koran berbahasa Inggris Majalah Internet LCD
	5.2 Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>report</i> , <i>narrative</i> , dan <i>analytical exposition</i>	<ul style="list-style-type: none"> <li>✓ <b>Noun phrase</b></li> <li>✓ <b>Adjective clauses</b></li> <li>✓ <b>Teks tulis berbentuk narrative'</b></li> <li>✓ <b>Teks tulis berbentuk analytical exposition</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</li> </ul>	<ul style="list-style-type: none"> <li>✓ Percaya diri (keteguhan hati, optimis).</li> <li>✓ Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>✓ Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>✓ Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Membaca nyaring bermakna teks <i>narrative/report/analytical exposition</i> secara individu</li> <li>✓ Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Mengidentifikasi makna kata dalam teks yang dibaca.</li> <li>✓ Mengidentifikasi komplikasi dalam sebuah cerita narasi</li> <li>✓ Mengidentifikasi kejadian dalam teks yang dibaca</li> <li>✓ Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan</li> <li>✓ Mengidentifikasi kasus yang dibahas dalam teks</li> <li>✓ Mengidentifikasi argument yang diberikan</li> <li>✓ Mengidentifikasi langkah-langkah retorika dari teks</li> </ul>	Quiz  Tes tertulis  Tugas	2 x 45  2 x 45	English Modules Koran berbahasa Inggris Majalah Internet LCD

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan /Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu	Sumber Belajar
						✓ Mengidentifikasi tujuan komunikasi teks dibaca			
<b>Menulis</b> 6. Mengungkapkan makna dalam teks esei berbentuk <i>report, narrative, dan analytical exposition</i> dalam konteks kehidupan sehari-hari	6.1 Mengungkap-kan makna dalam bentuk teks fungsional pendek (misalnya <i>banner, poster, pamphlet</i> , dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	✓ <b>Banner</b> ✓ <b>Poster</b> ✓ <b>pamphlet</b>	✓ Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	✓ Percaya diri (keteguhan hati, optimis). ✓ Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). ✓ Pengambil resiko (suka tantangan, mampu memimpin) ✓ Orientasi ke masa depan (punya perspektif untuk masa depan)	✓ Membuat <i>draft</i> teks naratif, berita atau deskripsi dengan melakukan <i>chain writing</i> . ✓ Melakukan koreksi	✓ Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat ✓ Menulis gagasan utama ✓ Mengelaborasi gagasan utama ✓ Membuat <i>draft</i> , merevisi, menyunting ✓ Menghasilkan <i>banner, poster, atau pamphlet</i>	Tugas  Portofolio	1 x 45  1 x 45	English Modules Koran berbahasa Inggris Majalah Internet Foto/ Poster  Internet ( <a href="http://www.englishdaily626.com">www.englishdaily626.com</a> ) LCD power point
	6.2 Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan	✓ <b>Noun phrase</b> ✓ <b>Adjective clauses</b> ✓ <b>Teks tulis berbentuk narrative</b> ✓ <b>Teks tulis berbentuk analytical exposition</b>	✓ Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air,	✓ Percaya diri (keteguhan hati, optimis). ✓ Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). ✓ Pengambil resiko (suka tantangan,	✓ Membaca nyaring bermakna teks <i>explanation</i> secara individu ✓ Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. ✓ Berlatih	✓ Mengidentifikasi makna kata dalam teks yang dibaca ✓ Mengidentifikasi makna kalimat dalam teks yang dibaca ✓ Mengidentifikasi komplikasi dalam sebuah cerita narasi	Tugas  Portofolio	1 x 45  1 x 45	English Modules Koran berbahasa Inggris Majalah Internet Foto/ Poster  Internet ( <a href="http://www.englishdaily626.com">www.englishdaily626.com</a> )

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan /Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu	Sumber Belajar
	sehari-hari dalam teks berbentuk: <i>report, narrative, dan analytical exposition</i>		menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	mampu memimpin) ✓ Orientasi ke masa depan (punya perspektif untuk masa depan)	menggunakan kalimat <i>present tense</i> dalam bentuk kalimat kompleks yang menyatakan proses terjadinya sesuatu dan kalimat yang menyatakan kontra.	<ul style="list-style-type: none"> <li>✓ Mengidentifikasi kejadian dalam teks yang dibaca</li> <li>✓ Mengidentifikasi proses sebuah peristiwa</li> <li>✓ Mengidentifikasi argument yang pro dan kontra dalam teks</li> <li>✓ Mengidentifikasi langkah-langkah retorika dari teks</li> </ul>			26.com)

## **RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )**

**Sekolah** : SMA Negeri 1 Pringsurat Temanggung

**Mata Pelajaran** : Bahasa Inggris

**Kelas / Semester** : X1 / I (Satu)

**Jenis Teks** : Narrative Text (Short Functional Text)

**Keterampilan** : Berbicara

**Alokasi Waktu** : 2 x 45 menit (1 pertemuan)

### **STANDAR KOMPETENSI :**

Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari.

### **KOMPETENSI DASAR :**

Mengungkap-kan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report, narrative, dan analytical exposition.

### **INDIKATOR :**

- Mendiskusikan tema yang diberikan.
- Menggunakan kalimat simple past dalam menyampaikan narrative.
- Melakukan monolog berbentuk narrative.
- Melakukan kerjasama dalam diskusi.
- Mengungkapkan hasil yang telah didiskusikan.

### **TUJUAN PEMBELAJARAN :**

Pada akhir kegiatan pembelajaran baik secara sendiri-sendiri, berpasangan, maupun berkelompok kecil (4 orang, misalnya) siswa dapat :

1. Siswa dapat mengungkapkan dan menyusun informasi dari kejadian atau benda yang dilihat.

## **MATERI AJAR :**

### **Narrative Text**

#### **The Generic Structures of Narrative Text are:**

1. Orientation: sets the scene and introduces the participants.
2. Complication: A crisis arises.
3. Resolution: the crisis is resolved, for better or for worse.
4. Reorientation (optional): the change which happens to the participants and the lessons we can learn from the story (moral value).

#### **Language features**

- Specific time : once upon a time, once, one day, one afternoon
- Simple past tense :
  - (+) S + V2
  - (-) S + did not + V1
  - (?) Did + S + V1

## **METODE PEMBELAJARAN**

Metode pembelajaran : PPP

Langkah- langkah Pembelajaran :

### **A. Kegiatan Awal (15 menit)**

- Guru memberi salam dalam bahasa Inggris; siswa menjawab salam.
- Guru memeriksa kehadiran siswa.
- Guru mengulas materi yang telah disampaikan sebelumnya

## B. Kegiatan Inti (60 menit)

### 1. Presentation

- Guru menunjukkan materi narrative yang akan diberikan dan membahasnya bersama-sama dengan siswa.
- Guru mempresentasikan cara melaksanakan Cooperative Report-Out Method dipertemuan ini.

### 2. Practice

- Siswa diminta mempelajari teks narrative yang nantinya akan dipraktikkan didepan kelas.
- Siswa secara berkelompok berdiskusi membuat ringkasan cerita tentang teks narrative yang sudah diberikan yang hasil ringkasannya merupakan kombinasi dari buatan kelompok sendiri dan tinjauan dari kelompok lain.
- Siswa diberi waktu 30 menit untuk membuat ringkasan dan persiapan maju kedepan kelas

### 3. Production

- Setiap kelompok harus mempresentasikan hasil ringkasan cerita yang sudah mereka buat kedepan kelas.

## C. Kegiatan Akhir (15menit)

- Guru memberikan evaluasi tentang kegiatan yang telah dilaksanakan.
- Guru mengulas kembali materi tentang narrative text.
- Guru menyuruh siswa mempersiapkan materi untuk minggu depan.
- Guru menutup pelajaran.

## SUMBER BELAJAR

### 1. LKS

## PENILAIAN

1. Setiap aspek diberi skor maksimal 5.



2. jumlah skor maksimal  $4 \times 5 = 20 \times 2 = 40 : 4$

3. Nilai Maksimal = 10

skor perolehan

4. Nilai siswa = ----- = 10

skor maksimal

Menggunakan rubrik Penilaian

Aspek yang dinilai	S k o r					Nilai
	1	2	3	4	5	
1. Fluency						
2. Accuracy						
3. Pronunciation						
4. Vocabulary						

### Instrumen Penilaian

Activity

Work in group to do Cooperative Report-Out Method!

Make a summary of Dove and Ant text ! Then tells the result in front of the class !

#### 1. Text of Dove and Ant

##### *Dove and Ant*

Once upon a time there was a man who liked hunting very much. He often went to the forest to hunt any animal he met.



One day he went hunting into the forest. He intended to shoot any animal he saw. He brought his gun with him. When he was searching for his prey, suddenly he saw a bird perching on a branch of a tree. It was a dove. When he was aiming his gun at the dove, suddenly an ant came and bit his foot. He was so startled that he didn't shoot the dove. It was safe and then flew away.



Several days later, the dove was flying over a lake. He saw an ant floating on the surface of the water. It was the ant that had saved the dove's life from the hunter. The ant was almost drowned. The dove got an idea, he picked up a big leaf and dropped it onto the surface of the water near the ant. Luckily the ant could get on the leaf.

The ant tried to bring the leaf to the edge of the lake and landed on the ground. The ant was safe because the dove helped him.

Temanggung, 31 agustus 2013

Praktikan

**Desika Widrilina**  
**NIM. 09202244020**

## **RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )**

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**Mata Pelajaran** : Bahasa Inggris

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### **STANDAR KOMPETENSI :**

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Mengungkap-kan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report, narrative, dan analytical exposition.

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- Siswa secara berkelompok berdiskusi membuat ringkasan cerita tentang teks narrative yang sudah diberikan yang hasil ringkasannya merupakan kombinasi dari buatan kelompok sendiri dan tinjauan dari kelompok lain.
- Siswa diberi waktu 30 menit untuk membuat ringkasan dan persiapan maju kedepan kelas

##### 3. Production

- Setiap kelompok harus mempresentasikan hasil ringkasan cerita yang sudah mereka buat kedepan kelas.

#### C. Kegiatan Akhir (15menit)

- Guru memberikan evaluasi tentang kegiatan yang telah dilaksanakan.
- Guru mengulas kembali materi tentang narrative text.
- Guru menyuruh siswa mempersiapkan materi untuk minggu depan.
- Guru menutup pelajaran.

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skor maksimal

Menggunakan rubrik Penilaian

Aspek yang dinilai	S k o r					Nilai
	1	2	3	4	5	
1. Fluency						
2. Accuracy						
3. Pronunciation						
4. Vocabulary						

## Instrumen Penilaian

Activity

Work in group to do Cooperative Report-Out Method!

Make a summary of The Bull and the Little fly text ! Then tells the result in front of the class !

### **The rabbit's tail story**

Many years ago, rabbits had long tails, not short ones, and crocodiles had tongues.

One such long-tailed rabbit lived near a pond. He drank water from the pond and the grass nearby.

Now, in the pond lived a crocodile. The crocodile saw the rabbit eating grass and drinking water, and he thought how nice it would be to eat the rabbit.

One day the crocodile swam very close to the edge of the pond. He lay still in the water, hoping that the rabbit wouldn't see him. When the rabbit came to drink, the crocodile opened his mouth wide. Then he closed it with a snap. The rabbit was caught between the crocodile's sharp teeth!

Of course, the rabbit was very frightened, but he did not want the crocodile to know this. "I'm not afraid of you," said the rabbit. "I'm only afraid of animals that roar. Everyone knows that crocodiles can't roar, so you can't frighten me.

When the crocodile heard this, he became very angry. He wanted to show the rabbit that he could roar as fiercely as a tiger. And so, the crocodile opened his mouth to roar. When the crocodile opened his mouth, the clever rabbit jumped free. As he jumped, the rabbit's sharp toe-nails caught the crocodile's tongue and tore it out.

The crocodile tried to catch the rabbit again, but his great teeth only snapped off the end of the rabbit's tail. Again and again the crocodile tried to catch the rabbit, but the rabbit was too quick for him. Sometimes the crocodile caught a piece of the rabbit's tail, but he could never roar at the rabbit because he had lost his tongue.

That is why rabbit today have short tail, and crocodiles have no tongue.



Temanggung, 2 September 2013

Praktikan

**Desika Widrilina**  
**NIM. 09202244020**

## **RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )**

**Sekolah** : SMA Negeri 1 Pringsurat Temanggung

**Mata Pelajaran** : Bahasa Inggris

**Kelas / Semester** : X1 / I (Satu)

**Jenis Teks** : Report Text (Short Functional Text)

**Keterampilan** : Berbicara

**Alokasi Waktu** : 2 x 45 menit (1 pertemuan)

### **STANDAR KOMPETENSI :**

Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari.

### **KOMPETENSI DASAR :**

Mengungkap-kan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report, narrative, dan analytical exposition.

### **INDIKATOR :**

- Mendiskusikan tema yang diberikan.
- Menggunakan kalimat simple present dalam menyampaikan report.
- Melakukan monolog berbentuk report.
- Melakukan kerjasama dalam diskusi.
- Mengungkapkan hasil yang telah didiskusikan.

### **TUJUAN PEMBELAJARAN :**

Pada akhir kegiatan pembelajaran baik secara sendiri-sendiri, berpasangan, maupun berkelompok kecil (4 orang, misalnya) siswa dapat :

1. Siswa dapat mengungkapkan informasi dan menyusun dari kejadian atau benda yang dilihat.

## **MATERI AJAR :**

### **Teks Report**

#### **Generic structure of report text**

##### **Definition of Report**

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis

##### **Generic Structure of Report**

General classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general

Description: Describing the thing which will be discussed in detail; part per part , customs or deed for living creature and usage for materials

##### **Language Feature of Report**

- Introducing group or general aspect
- Using conditional logical connection; when, so, etc
- Using simple present tense

## **METODE PEMBELAJARAN**

Metode pembelajaran : PPP

Langkah- langkah Pembelajaran :

### **A. Kegiatan Awal (15 menit)**

- Guru memberi salam dalam bahasa Inggris; siswa menjawab salam.
- Guru memeriksa kehadiran siswa.

- Guru mengulas materi yang telah disampaikan sebelumnya
- B. Kegiatan Inti (60 menit)
1. Presentation
    - Guru menunjukkan materi yang akan diberikan dan membahasnya bersama-sama dengan siswa.
    - Guru mempresentasikan cara melaksanakan Cooperative Report-Out Method dipertemuan ini.
  2. Practice
    - Siswa diminta mempelajari teks report yang nantinya akan dipraktikkan didepan kelas.
    - Siswa secara berkelompok berdiskusi membuat ringkasan cerita tentang teks report yang sudah diberikan yang hasil ringkasannya merupakan kombinasi dari buatan kelompok sendiri dan tinjauan dari kelompok lain.
    - Siswa diberi waktu 30 menit untuk membuat ringkasan dan persiapan maju kedepan kelas.
  3. Production
    - Setiap kelompok harus mempresentasikan hasil ringkasan cerita yang sudah mereka buat kedepan kelas.
- C. Kegiatan Akhir (15menit)
- Guru memberikan evaluasi tentang kegiatan yang telah dilaksanakan.
  - Guru mengulas kembali materi tentang report text.
  - Guru menyuruh siswa mempersiapkan materi untuk minggu depan.
  - Guru menutup pelajaran.

## **SUMBER BELAJAR**

1. Internet access
2. LKS

## **PENILAIAN**

1. Setiap aspek diberi skor maksimal 5.

2. jumlah skor maksimal  $4 \times 5 = 20 \times 2 = 40 : 4$

3. Nilai Maksimal = 10

skor perolehan

4. Nilai siswa = ----- = 10

skor maksimal

Menggunakan rubrik Penilaian

Aspek yang dinilai	S k o r					Nilai
	1	2	3	4	5	
1. Fluency						
2. Accuracy						
3. Pronunciation						
4. Vocabulary						

### Instrumen Penilaian

Activity

Work in group to do Cooperative Report-Out Method!

Make a summary of Types of Volcanic Eruptions text ! Then tells the result in front of the class!

### Types of Volcanic Eruptions

Volcanic eruptions have caused some of the worst disasters in the world. They can wipe out entire cities and kill thousands of people.

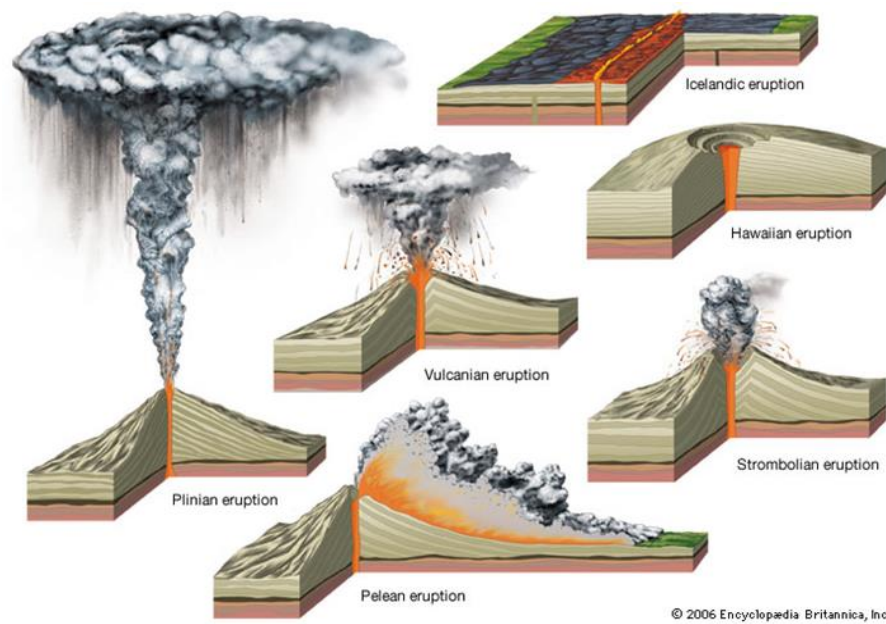
The name of volcano comes from Roman term. It derives from VULCAN which is the name of Roman fire god. Romans believed that Vulcan lived on a volcanic Italian coast. Romans called the island VULCANO.

According to scientists, volcanic eruptions are divided in to four basic groups. They are commonly known as Hawaiian, Strombolian, Vulcanian and Peleeen. The term of Hawaiian eruptions are named after the volcanoes in Hawaii. These volcanic eruptions are the least violent type. They produce highly fluid lava which flows quietly. This gradually builds up a shield volcano.

Strombolian eruptions are named after Stromboli. These result from the constant release of gas from the magma. As the gas escapes, it produces tephra that piles up, turning into a cinder cone. Strombolian eruptions happen when sticky magma plugs the central vent. This makes the magmatic gas build up pressure until it blasts. The magma is turned into volcanic dust and bombs.

Vulcanian eruption which comes from the ancient Roman belief, are more violent than the strombolian eruption. Vulcanian eruption happens and brings magma which is more viscous. Vulcanian explosions are usually larger and noisier than the Strombolian eruptions.

Paleean eruptions are famous as the most violent kind of volcanic eruptions. The name of paleean comes from the eruption of Mount Pelee, Martinique in 1902. It killed almost 38 thousands people. A Peleeen eruption occurs when the magmatic gas build up tremendous pressure. This causes violent explosions with glowing clouds of hot ash and dust.



Temanggung, 4 September 2013

Praktikan

**Desika Widrilina**  
**NIM. 09202244020**

## **RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )**

**Sekolah** : SMA Negeri 1 Pringsurat Temanggung

**Mata Pelajaran** : Bahasa Inggris

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**Jenis Teks** : Report Text (Short Functional Text)

**Keterampilan** : Berbicara

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### **STANDAR KOMPETENSI :**

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### **KOMPETENSI DASAR :**

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### **INDIKATOR :**

- Mendiskusikan tema yang diberikan.
- Menggunakan kalimat simple present dalam menyampaikan report.
- Melakukan monolog berbentuk report.
- Melakukan kerjasama dalam diskusi.
- Mengungkapkan hasil yang telah didiskusikan.

### **TUJUAN PEMBELAJARAN :**



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## **MATERI AJAR :**

### **Teks Report**

#### **Generic structure of report text**

##### **Definition of Report**

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis

##### **Generic Structure of Report**

General classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general

Description: Describing the thing which will be discussed in detail; part per part , customs or deed for living creature and usage for materials

##### **Language Feature of Report**

- Introducing group or general aspect
- Using conditional logical connection; when, so, etc
- Using simple present tense

## **METODE PEMBELAJARAN**

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Langkah- langkah Pembelajaran :

### **A. Kegiatan Awal (15 menit)**

- Guru memberi salam dalam bahasa Inggris; siswa menjawab salam.
- Guru memeriksa kehadiran siswa.

- Guru mengulas materi yang telah disampaikan sebelumnya
- B. Kegiatan Inti (60 menit)
1. Presentation
    - Guru menunjukkan materi yang akan diberikan dan membahasnya bersama-sama dengan siswa.
    - Guru mempresentasikan cara melaksanakan Cooperative Report-Out Method dipertemuan ini.
  2. Practice
    - Siswa diminta mempelajari teks report yang nantinya akan dipraktikkan didepan kelas.
    - Siswa secara berkelompok berdiskusi membuat ringkasan cerita tentang teks report yang sudah diberikan yang hasil ringkasannya merupakan kombinasi dari buatan kelompok sendiri dan tinjauan dari kelompok lain.
    - Siswa diberi waktu 30 menit untuk membuat ringkasan dan persiapan maju kedepan kelas.
  3. Production
    - Setiap kelompok harus mempresentasikan hasil ringkasan cerita yang sudah mereka buat kedepan kelas.
- C. Kegiatan Akhir (15menit)
- Guru memberikan evaluasi tentang kegiatan yang telah dilaksanakan.
  - Guru mengulas kembali materi tentang report text.
  - Guru menyuruh siswa mempersiapkan materi untuk minggu depan.
  - Guru menutup pelajaran.

## **SUMBER BELAJAR**

1. Internet access

## **PENILAIAN**

1. Setiap aspek diberi skor maksimal 5.

2. jumlah skor maksimal  $4 \times 5 = 20 \times 2 = 40 : 4$

3. Nilai Maksimal = 10

skor perolehan

4. Nilai siswa = ----- = 10

skor maksimal

Menggunakan rubrik Penilaian

Aspek yang dinilai	S k o r					Nilai
	1	2	3	4	5	
1. Fluency						
2. Accuracy						
3. Pronunciation						
4. Vocabulary						

### Instrumen Penilaian

Activity

Work in group to do Cooperative Report-Out Method!

Make a summary of An elephant text ! Then tells the result in front of the class !

### Platypus

Many people call platypus duckbill because this animal has a bill like duckbill. Platypus is a native Tasmania and southern and eastern Australia.

Platypus has a flat tail and webbed feet. Its body length is 30 to 45cm and covered with a thick, and woolly layer of fur. Its bill is detecting prey and stirring

up mud. Platypus' eyes and head are small. It has no ears but has ability to sense sound and light.

Platypus lives in streams, rivers, and lakes. Female platypus usually digs burrows in the streams or river banks. The burrows are blocked with soil to protect it from intruders and flooding. In the other hand, male platypus does not need any burrow to stay.

Temanggung, 7 September 2013

Praktikan

**Desika Widrilina**  
**NIM. 09202244020**

# **APPENDIX 9**

## **STUDENTS' SCORE**

## RUBRIC

### 1. Fluency

**Criterion : Speaking fluently in natural hesitation**

**Indicators :**

Score	Indicators
5	The students speak <b>very fluently</b> in communication to perform the expected competency, but there are natural hesitations.
4	The students speak <b>fluently</b> in communication to perform the expected competency, but there are natural hesitations.
3	The students speak <b>quite fluently</b> in communication to perform the expected competency <b>although there are hesitations which are not quite natural.</b>
2	The students speaks <b>very slowly and discontinuously</b> (like speaking per word with simple patters) even <b>pauses very long</b> in communication to perform the expected competency.
1	The students communicates very difficult to perform the expected competency; he/she <b>speaks very slowly and always discontinuously</b> (like speaking per word with very simple patters) <b>and even the stops.</b>

## 2. Pronunciation

**Criterion : Speaking in unambiguous sound and use appropriate intonation and pauses**

**Indicators :**

Score	Indicators
5	The students <b>never make pronunciation mistakes</b> in performing the expected competency; intonation and stress are appropriate; all sounds are unambiguous and can be understood.
4	The students <b>almost never makes pronunciation mistakes</b> in performing the expected competency; intonation and stress are appropriate; a few sounds are ambiguous but can be understood.
3	The students <b>sometimes makes pronunciation mistakes</b> in performing the expected competency; intonation and stress are not quite appropriate; some sound are ambiguous but can be understood.
2	The students <b>almost always makes pronunciation mistakes</b> in performing the expected competency; intonation and stress are very inappropriate; many sounds are ambiguous and difficult to be understood.
1	The students <b>cannot pronounce well</b> at all in performing the expected competency.

### 3. Accuracy

**Criterion** : Using simple and complex grammatical structures correctly

**Indicators** :

Score	Indicators
5	The students <b>never makes any grammatical mistakes</b> in performing the expected competency; both in basic grammatical structures (like phrases, simple, and compound sentences) and in complex structure (like complex sentences)
4	The student <b>always never makes any grammatical mistakes</b> in performing the expected competency; both in basic grammatical structure (like phrases, simple, and compound sentence) but make <b>very few mistakes</b> in complex structure (like complex sentence), however those mistakes do not impede meaning.
3	The student <b>makes grammatical mistakes very rare in basic grammatical structure</b> (like phrases, simple, and compound sentence) and makes <b>few mistakes in complex structure</b> (like complex sentence) in performing expected competency so that they rather impede meaning.
2	The student <b>makes grammatical mistakes very often in basic grammatical structures</b> (like phrases, simple, and compound sentence) and makes so many mistakes in complex structure (like complex sentence) the mistakes strongly impede communication in performing expected competency.
1	The student <b>has no mastery of grammar</b> to perform the expected competency so that the grammatical structures are entirely incorrect.



#### 4. Vocabulary

**Criterion : Using vocabulary variations and appropriate words choice**

**Indicators :**

Score	Indicators
5	The student uses <b>many vocabulary</b> variations and <b>never makes mistakes</b> in word choices.
4	The student uses <b>many vocabulary variations</b> and <b>almost never makes mistakes</b> in word choices.
3	The student <b>uses quite many vocabulary variations</b> and <b>makes few mistakes</b> in word choices, but those are sufficient and do not impede meaning in performing the expected competency.
2	The student uses <b>limited vocabulary</b> to perform the expected competency so that communication is <b>rather difficult to understand</b> , he/she often asks the teacher to express the ideas.
1	The student has <b>no vocabulary mastery</b> to perform the expected competency so that communication is <b>unclear and very difficult to understand</b> , he/she always asks the teacher to be able to express the ideas.

# **APPENDIX 11**

## **QUESTIONNAIRES**

No	Name of students	ASPECTS								TOTAL MARKS		SCORES	
		Fluency		Accuracy		Pronunciation		Vocabulary					
		R	T	R	T	R	T	R	T	R	T	R	T
1	Asti Yuliana	2	3	2	4	3	3	3	3	10	13	5,0	6,5
2	Ayu Oktaviani Azizah	4	5	3	4	3	3	3	3	13	15	6,5	7,5
3	Dhita Gustila	3	3	3	3	2	3	3	3	11	12	5,5	6,0
4	Faiq Adi Nugroho	2	3	2	3	2	3	2	2	8	11	4,0	5,5
5	Hana Fikki	2	2	2	2	3	3	3	2	10	9	5,0	4,5
6	Ida Inayati	3	3	3	4	3	4	3	3	12	14	6,0	7,0
7	Indra	2	2	2	2	2	2	2	2	8	8	4,0	4,0
8	Jarwati	3	3	3	3	3	4	4	3	13	13	6,5	6,5
9	Kholiq Tri Hartono	2	2	2	2	2	3	3	3	9	10	4,5	5,0
10	Lindarti	3	3	3	4	4	4	3	3	13	14	6,5	7,0
11	Lu'lu'I Khatifa	2	3	2	2	3	3	3	2	10	10	5,0	5,0
12	Muhamm ad Wahyu Nugroho	4	4	4	4	3	4	4	3	15	15	7,5	7,5
13	Nafida Retno Febriyanti	4	4	3	4	4	4	4	3	15	15	7,5	7,5
14	Puji Astuti	2	3	2	3	3	4	3	4	10	14	5,0	7,0
15	Renita	3	4	3	4	2	3	4	3	12	14	6,0	7,0
16	Riky Diah Astuti	2	3	2	4	3	4	3	3	10	14	5,0	7,0
17	Risma	3	4	2	4	3	4	4	3	12	15	6,0	7,5
18	Siti Ulfaza'in	3	3	3	4	3	4	3	3	12	13	6,0	6,5
19	Suci Aprilia	3	3	3	3	4	4	3	3	13	13	6,5	6,5
20	Taofik Ikbal	2	3	2	3	2	3	2	3	8	12	4,0	6,0
21	Titik Ernawati	3	3	3	3	3	4	3	3	12	13	6,0	6,5
22	Yunita	3	3	3	4	3	4	4	3	13	14	6,5	7,0
23	Reza Pahlawan	2	2	2	2	2	3	3	2	9	9	4,5	4,5
Mean												5,63	6,41





## QUESTIONNAIRES AFTER THE IMPLEMENTATION OF COOPERATIVE REPORT-OUT METHOD ACTIVITY

**Name :**

**Class :**

1. Apakah anda senang belajar speaking dengan menggunakan Cooperative Report-Out Method?
2. Apakah Cooperative Report-Out Method bisa membantu dalam meningkatkan speaking anda?
3. Apakah setelah selesai belajar Cooperative Report-Out Method speaking anda meningkat?
4. Menurut Anda, apakah kegiatan Cooperative Report-Out Method dapat meningkatkan kemampuan Anda untuk berbicara secara spontan?
5. Apakah hasil ujian dalam bentuk Cooperative Report-Out Method nilai akan menjadi bagus?
6. Apakah belajar dengan Cooperative Report-Out Method menyenangkan?
7. Apakah Cooperative Report-Out Method merupakan metode yang bagus?
8. Apakah meningkatkan speaking dengan Cooperative Report-Out Method mudah di mengerti?
9. Ketika belajar menggunakan Cooperative Report-Out Method, apakah ada kesulitan yang dihadapi ?
10. Menurut Anda, apakah kegiatan Cooperative Report-Out Method dapat meningkatkan kemampuan berbicara Anda dalam Bahasa Inggris?
11. Menurut Anda, apakah kegiatan Cooperative Report-Out Method dapat membantu Anda bekerjasama dalam sebuah kelompok?
12. Menurut Anda, apakah kegiatan Cooperative Report-Out Method dapat membantu anda lebih aktif didalam kelas?
13. Menurut Anda, giving rewards atau pemberian hadiah kepada siswa yang akti didalam kelas bisa membantu meningkatkan motivasi siswa lain?
14. Menurut Anda, apakah materi yang disampaikan dalam kegiatan Cooperative Report-Out Method lebih mudah dimengerti?
15. Menurut Anda, apakah waktu yang diberikan untuk mempelajari materi yang diberikan cukup?

# **APPENDIX 12**

## **THE RESULT OF QUESTIONNAIRES**

### THE ANALYSIS OF QUESTIONNAIRE DATA

1. Apakah anda senang belajar speaking dengan menggunakan Cooperative Report-Out Method?

YES	NO	ABSTAIN
23 = 100%	0 = 0%	0 = 0%

2. Apakah Cooperative Report-Out Method bisa membantu dalam meningkatkan speaking anda?

YES	NO	ABSTAIN
23 = 100%	0 = 0%	0 = 0%

3. Apakah setelah selesai belajar Cooperative Report-Out Method speaking anda meningkat?

YES	NO	ABSTAIN
23 = 100%	0 = 0%	0 = 0%

4. Menurut Anda, apakah kegiatan Cooperative Report-Out Method dapat meningkatkan kemampuan Anda untuk berbicara secara spontan?

YES	NO	ABSTAIN
23 = 100%	0 = 0%	0 = 0%

5. Apakah hasil ujian dalam bentuk Cooperative Report-Out Method nilai akan menjadi bagus?

YES	NO	ABSTAIN
19 = 58%	0 = 0%	4 = 41%

6. Apakah belajar dengan Cooperative Report-Out Method menyenangkan?



<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>
<b>23 = 100%</b>	<b>0 = 0%</b>	<b>0 = 0%</b>

7. Apakah Cooperative Report-Out Method merupakan metode yang bagus?

<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>
<b>23 = 100%</b>	<b>0 = 0%</b>	<b>0 = 0%</b>

8. Apakah meningkatkan speaking dengan Cooperative Report-Out Method mudah di mengerti?

<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>
<b>19 = 88%</b>	<b>4 = 11%</b>	<b>0 = 0%</b>

9. Ketika belajar menggunakan Cooperative Report-Out Method, apakah ada kesulitan yang dihadapi ?

<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>
<b>19 = 88%</b>	<b>4 = 11%</b>	<b>0 = 0%</b>

10. Menurut Anda, apakah kegiatan Cooperative Report-Out Method dapat meningkatkan kemampuan berbicara Anda dalam Bahasa Inggris?

<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>
<b>23 = 100%</b>	<b>0 = 0%</b>	<b>0 = 0%</b>

11. Menurut Anda, apakah kegiatan Cooperative Report-Out Method dapat membantu Anda bekerjasama dalam sebuah kelompok?

<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>
<b>23 = 100%</b>	<b>0 = 0%</b>	<b>0 = 0%</b>

12. Menurut Anda, apakah kegiatan Cooperative Report-Out Method dapat membantu anda lebih aktif didalam kelas?

<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>
<b>23 = 100%</b>	<b>0 = 0%</b>	<b>0 = 0%</b>

13. Menurut Anda, giving rewards atau pemberian hadiah kepada siswa yang aktif didalam kelas bisa membantu meningkatkan motivasi siswa lain?

<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>
<b>23 = 100%</b>	<b>0 = 0%</b>	<b>0 = 0%</b>

14. Menurut Anda, apakah materi yang disampaikan dalam kegiatan Cooperative Report-Out Method lebih mudah dimengerti?

<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>
<b>14 = 58 %</b>	<b>0 = 0%</b>	<b>9 = 41%</b>

15. Menurut Anda, apakah waktu yang diberikan untuk mempelajari materi yang diberikan cukup?

<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>
<b>20 = 88%</b>	<b>3 = 11%</b>	<b>0 = 0%</b>

16. Menurut Anda, dengan berdiskusi dengan teman lebih membantu Anda mempermudah mempelajari materi yang diberikan?

<b>YES</b>	<b>NO</b>	<b>ABSTAIN</b>
<b>23 = 100%</b>	<b>0 = 0%</b>	<b>0 = 0%</b>

# **APPENDIX 13**

## **ATTENDANCE LIST**

## DAFTAR HADIR SISWA KELAS XI IPA SMAN 1 PRINGSURAT TEMANGGUNG

No	Nama	Meetings					
		1	2	3	4	5	6
1	Asti Yuliananingrum	v	v	v	v	v	v
2	Ayu Oktaviani Azizah	v	v	v	v	v	v
3	Dhita Gustila	v	v	v	v	v	v
4	Faiq Adi nugroho	v	v	v	v	v	v
5	Hana Fikki Hermawan	v	I	v	v	v	v
6	Ida Inayati	v	v	v	v	v	v
7	Indra Kurniawan	v	v	v	v	v	v
8	Jarwati	v	v	v	v	v	v
9	Kholiq Tri Hartono	v	v	v	v	v	v
10	Lindarti	v	v	v	v	v	v
11	Lu'lu'I Khatifa	v	v	v	v	v	v
12	Muhammad Wahyu Nugroho	v	v	v	v	v	v
13	Nafida Retno Fibriyanti	v	v	v	v	v	v
14	Puji Astuti	v	v	v	v	v	v
15	Renita	v	v	v	v	v	v
16	Riky Diah Astuti	v	v	v	v	v	v
17	Rismawanti	v	v	v	v	v	v
18	Siti Ulfa Za'in	S	v	v	v	v	v
19	Suci Aprilia	v	v	v	v	v	v
20	Taofik Ikbal Kurniawan	v	v	v	v	v	v
21	Titik Ernawati	v	v	v	v	v	v
22	Yunita	v	v	v	v	v	v
23	Reza Pahlawan	v	v	v	v	v	v



# **APPENDIX 7**

## **COURSE GRID**

# **APPENDIX 8**

## **LESSON PLANS**

# **APPENDIX 10**

## **SPEAKING RUBRIC**





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
**UNIVERSITAS NEGERI YOGYAKARTA**  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.lus.uny.ac.id//

FRM/FBS/33-01  
10 Jan 2011

Nomor : 0571/UN.34.12/DT/VI/2013  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

12 Juni 2013

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta  
c.q. Kepala Bakesbanglinmas DIY  
Jl. Jenderal Sudirman No. 5 Yogyakarta 55231

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

*USING COMPETITIVE REPORT-OUT METHOD TO IMPROVE STUDENTS SPEAKING ABILITY OF  
GRADE XI SMAN 1 PRINGSURAT TEMANGGUNG*

Mahasiswa dimaksud adalah :

Nama : DESIKA WIDRILINA  
NIM : 09202244020  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Juli – September 2013  
Lokasi Penelitian : SMAN 1 Pringsurat Temanggung

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

  
Indira Ayu Utami, S.E.  
NIP. 19670704 199312 2 001

Tembusan:

1. Kepala SMAN 1 Pringsurat Temanggung



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
BADAN KESATUAN BANGSA DAN PERLINDUNGAN MASYARAKAT  
( BADAN KESBANGLINMAS )  
Jl Jenderal Sudirman No 5 Yogyakarta - 55233  
Telepon (0274) 551136, 551275, Fax (0274) 551137  
YOGYAKARTA

Yogyakarta, 14 Juni 2013

Nomor : 074 / 1294 / Kesbang / 2013  
Perihal : Rekomendasi Ijin Penelitian

Kepada Yth.  
Gubernur Jawa Tengah  
Up. Kepala Badan Kesbangpol dan Linmas  
Provinsi Jawa Tengah

Di  
SEMARANG

Dari : Dekan Fakultas Bahasa dan Seni Universitas Negeri  
Yogyakarta  
Nomor : 0571/UN.34.12/DT/VI/2013  
Tanggal : 12 Juni 2013  
Perihal : Permohonan Izin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan surat rekomendasi tidak keberatan untuk melaksanakan penelitian dalam rangka penyusunan skripsi dengan judul proposal : " **USING COOPERATIVE REPORT-OUT METHOD TO IMPROVE STUDENTS SPEAKING ABILITY OF GRADE XI SMAN 1 PRINGSURAT TEMANGGUNG** ", kepada :

Nama : DESIKA WIRDILINA  
NIM : 0902244020  
Prodi/Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni UNY  
Lokasi : SMA N 1 Pringsurat Temanggung, Provinsi Jawa Tengah  
Waktu : Juli s/d September 2013

Sehubungan dengan maksud tersebut, diharapkan agar pihak yang terkait dapat memberikan bantuan / fasilitas yang dibutuhkan.

Kepada yang bersangkutan diwajibkan :

1. Menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah penelitian ;
2. Tidak dibenarkan melakukan penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul penelitian dimaksud;
3. Melaporkan hasil penelitian kepada Badan Kesbanglinmas DIY.

Rekomendasi Ijin penelitian data ini dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut di atas.

Demikian untuk menjadikan maklum.

An. KEPALA  
BADAN KESBANGLINMAS DIY  
KABID KESBANG  
RUSDIYANTO  
NIP. 19631029 199003 1 004 4

Tembusan disampaikan Kepada Yth :

1. Gubernur DIY (sebagai laporan);
2. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta;



**PEMERINTAH PROVINSI JAWA TENGAH**  
**BADAN KESATUAN BANGSA POLITIK DAN PERLINDUNGAN MASYARAKAT**

JL. A. YANI NO. 160 TELP. (024) 8454990 FAX. (024) 8414205, 8313122  
EMAIL : KESBANG@JATENGPROV.GO.ID  
SEMARANG - 50136

**SURAT REKOMENDASI SURVEY / RISET**

**Nomor : 070 / 1569/ 2013**

- I. DASAR : 1. Peraturan Menteri Dalam Negeri Republik Indonesia. Nomor 64 Tahun 2011. Tanggal 20 Desember 2011.  
2. Surat Edaran Gubernur Jawa Tengah. Nomor 070 / 265 / 2004. Tanggal 20 Februari 2004.
- II. MEMBACA : Surat dari Gubernur DIY. Nomor 074 / 1294 / Kesbang / 2013. Tanggal 14 Juni 2013.
- III. Pada Prinsipnya kami TIDAK KEBERATAN / Dapat Menerima atas Pelaksanaan Penelitian / Survey di Kabupaten Temanggung.
- IV. Yang dilaksanakan oleh
1. Nama : DESIKA WIRDRI LINA..
  2. Kebangsaan : Indonesia.
  3. Alamat : Karangmalang Yogyakarta.
  4. Pekerjaan : Mahasiswa.
  5. Penanggung Jawab : Dr. Sansul Maarif.MA.
  6. Judul Penelitian : Using Cooperative Report -Out Method To Improve Students Speaking Ability Of Grade XI SMAN 1 Pringsurat Temanggung.
  7. Lokasi : Kabupaten Temanggung.

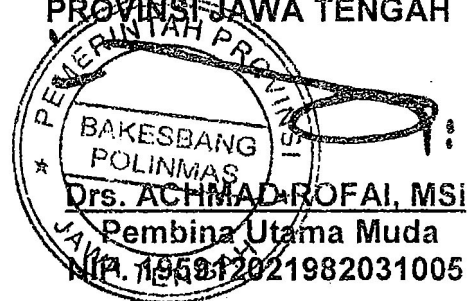
**V. KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat Setempat / Lembaga Swasta yang akan dijadikan obyek lokasi untuk mendapatkan petunjuk seperlunya dengan menunjukkan Surat Pemberitahuan ini.
2. Pelaksanaan survey / riset tidak disalah gunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan. Untuk penelitian yang mendapat dukungan dana dari sponsor baik dari dalam negeri maupun luar negeri, agar dijelaskan pada saat mengajukan perijinan. Tidak membahas masalah Politik dan / atau agama yang dapat menimbulkan terganggunya stabilitas keamanan dan ketertiban.

3. Surat Rekomendasi dapat dicabut dan dinyatakan tidak berlaku apabila pemegang Surat Rekomendasi ini tidak mentaati / mengindahkan peraturan yang berlaku atau obyek penelitian menolak untuk menerima Peneliti.
  4. Setelah survey / riset selesai, supaya menyerahkan hasilnya kepada Badan Kesbangpol dan Linmas Provinsi Jawa Tengah.
- VI. Surat Rekomendasi Penelitian / Riset ini berlaku dari :  
Juni s.d September 2013.
- VII. Demikian harap menjadikan perhatian dan maklum.

Semarang, 19 Juni 2013

an. GUBERNUR JAWA TENGAH  
KEPALA BADAN KESBANGPOL DAN LINMAS  
PROVINSI JAWA TENGAH





PEMERINTAH KABUPATEN TEMANGGUNG  
**KANTOR KESATUAN BANGSA DAN POLITIK**  
**KABUPATEN TEMANGGUNG**  
Alamat : Jl. Setia Budi No 1 Telp. (0293) 491048 Fax 491313 Kode Pos 56212  
**TEMANGGUNG**

---

**SURAT REKOMENDASI**

Nomor : 070 / 362 / 2013

- I. DASAR : Surat Edaran Gubernur Jawa Tengah Nomor 070 /265 / 2004 tanggal 20 Pebruari 2004.
- II. MEMBACA : Surat dari Badan Kesbangpol dan Linmas Prov. Jawa Tengah. Nomor : 070/1569/2013, tanggal 19 Juni 2013. Perihal Survei / Ijin Penelitian / Riset / Magang / Pengambilan Data / Praktek Kerja / Studi Pendahuluan
- III. Pada prinsipnya kami **TIDAK KEBERATAN** atas Kegiatan Survei / Penelitian / Riset / Magang / Pengambilan Data dan Praktek Kerja yang akan dilaksanakan oleh :
- a. Nama : **DESIKA WIDRILINA**
  - b. Kebangsaan : Indonesia.
  - c. Alamat : Lingk Geneng Rt 002/001 Kowangan Temanggung
  - d. Pekerjaan : Mahasiswi
  - e. Penanggung Jawab : **Dr. Sansul Maarif. MA.**
  - f. Judul Penelitian : **“ Using Cooperatif Report – Out Method To Improve Students Speaking Ability Of Grade XI SMAN 1 Pringsurat Temanggung “**
  - g. Lokasi : Kabupaten Temanggung.

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat setempat / lembaga swasta yang akan dijadikan obyek lokasi untuk mendapatkan petunjuk seperlunya.
2. Pelaksanaan Kegiatan tersebut tidak disalah gunakan untuk tujuan tertentu yang dapat mengganggu stabilitas pemerintahan.
3. Apabila kegiatan tersebut mendapat dukungan dana dari sponsor baik dari dalam negeri maupun luar negeri, agar dijelaskan pada saat mengajukan perijina
4. Tidak membahas masalah politik dan / atau agama yang dapat menimbulkan terganggunya stabilitas keamanan dan ketertiban.

5. Surat Rekomendasi Survei / Riset / Penelitian/ Izin Praktek ini dapat dicabut dan dinyatakan tidak berlaku apabila :
- a. Pemegang Surat Rekomendasi Survey / Riset / Penelitian ini tidak mentaati / mengindahkan peraturan yang berlaku.
  - b. Obyek penelitian menolak untuk menerima Peneliti.
6. Setelah melakukan Survei, supaya menyerahkan hasilnya kepada Kepala Kantor Kesatuan Bangsa, Politik dan Perlindungan Masyarakat Kabupaten Temanggung.
- IV. Surat Rekomendasi Survey / Riset / Penelitian ini berlaku dari :  
Tanggal 21 Juni s/d 21 Agustus 2013
- V. Demikian untuk menjadikan maklum dan guna seperlunya.

Temanggung, 21 Juni 2013

a.n. KEPALA KANTOR KESBANGPOL  
KABUPATEN TEMANGGUNG

Kasi. Kec. Seni, Budaya, Agama, Kemasyarakatan  
dan Ekonomi



**SUMALHADI**

NP. 19630221 198103 1 002

Tembusan : dikirim kepada Yth :

1. Bapak Bupati Temanggung ( Sbg. Laporan ) ;
  2. Kepala BAPPEDA Kab. Temanggung;
  3. Dinas Pendidikan Kab. Temanggung ;
  - ④ 4. Kepala SMA N 1 Pringsurat Kec. Pringsurat ;
  - ⑤ 5. Yang bersangkutan ;
  6. Arsip;
-